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# Student value formation : the effect of past experiences and perceived behavioral expectations on value formation of first year college students.

Dan Flanagan

*University of Massachusetts Amherst*

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Student Value Formation:  
The Effect of Past Experiences  
and  
Perceived Behavioral Expectations  
on  
Value Formation of First Year College Students

A Dissertation Presented

By

Dan Flanagan

Submitted to the Graduate School of the  
University of Massachusetts in partial fulfillment  
of the requirements for the degree of

DOCTOR OF EDUCATION

December 1976

School of Education

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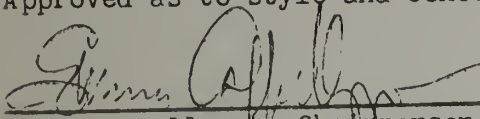
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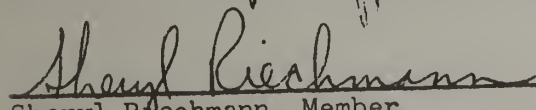
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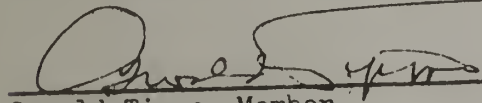
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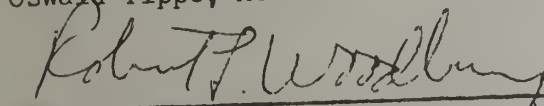
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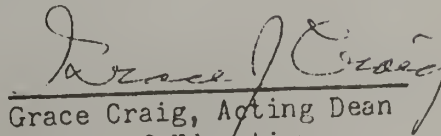
Approved as to style and content by:

  
 Emma Cappelluzzo, Chairperson of Committee

  
 Sheryl Riechmann, Member

  
 Oswald Tippo, Member

  
 Robert Woodbury, Dean's Representative

  
 Grace Craig, Acting Dean  
 School of Education

Dedicated to

Steve Flanagan

## Forward

Studies in theoretical areas such as value formation are not unexpected from one with a penchant for philosophical inquiry. The content of this dissertation presupposes some of the philosophical groundwork which was laid in the paper prepared for the comprehensive examination. If this dissertation is ever reworked, the section of the comprehensive paper dealing with the definition of valuing will be included.

The topic of this paper is an important one. The development of students in more than cognitive dimensions is gaining greater attention--particularly in the smaller liberal arts institutions. Institutions of higher education are realizing their responsibility to students incorporates more than classroom teaching. A concern for value oriented curricula, value oriented programs, and value oriented education in general reflects that realization and is increasing. Research and philosophical understanding of human value formation will be needed to guide higher education's new direction.

To study the value formation of first year college students a research design was chosen incorporating longitudinal instrument surveys and personal interviews. The usual data from this kind of research--value change--is included, but the relationship of personal history and perceived expectations of value commitment to student value formation is of greater importance. Chapter I is an introduction, a review of major literature, and a presentation of the rationale for such a study. Chapter II outlines the method of research. Chapter III is a report of research results. Chapter IV becomes evaluative, an attempt to draw conclusions from the data. Chapter V is a summary.

There are a number of people to acknowledge in the completion of this dissertation. My current faculty committee, of course--chairperson Emma Cappelluzzo, Sheryl Riechmann, and Oswald Tippo. All have been most helpful in providing critical feedback and moral support. Robert Wuerthner, a victim of retrenchment and tenure, is no longer a member of the committee, but was quite helpful in this writer's total graduate experience. Gratitude goes to Robert Woodbury not only for his service as the Dean's representative, but also for his provision of guidance and counseling through some most unusual experiences at the University of Massachusetts. Mike Morris, who by friendship and critical inquiry carried some of the most difficult spots of the doctoral program, and the candidate's family, whose belief in his abilities, financial support, and love, gave him more than he could ever return. It is to one of the author's family that this paper is dedicated.

A sincere appreciation goes to William Birenbaum. Dr. Birenbaum's creativity, intelligence, and leadership ability have contributed not only to the institution of education, but to the lives of many individuals. Much is owed to him as a teacher and as a friend. To Arthur Chickering and Jack Lindquist, professional colleagues who have provided personal support and models of professional excellence in higher education, go many thanks.

December, 1976

Dan Flanagan

## ABSTRACT

Student Value Formation:  
The Effect of Past Experiences  
and  
Perceived Behavioral Expectations  
on  
Value Formation of First Year College Students  
(February, 1977)

Dan Flanagan, B.A., Morningside College

M.Th., Southern Methodist University

Ed.D., University of Massachusetts

Directed by: Dr. Emma Cappelluzzo

Relationship of personal histories and perceived behavioral expectations to value formation in first year college students was tested using freshman students of the University of Massachusetts, Amherst, during the fall semester of 1975. Subjects were drawn from three groups: The Global Survival Freshman Year Program (N=39); Cashin Dormitory residents (N=36); and Psychology 101 D students (N=63). The latter subjects were members of an introductory level class in the department of psychology. The value scales and categories used in the research were those from the Value Survey developed by Milton Rokeach. Personal interviews were conducted with a representative sample of students (N=36) from each group to categorize their value perceptions of the learning environment and past experiences. It was found that past experiences had a very high positive

relationship to student value preferences on the pretest. To a lesser degree, but still significant, perceived behavioral expectations derived from the learning environment had a positive relationship to post-test value preferences. In terms of value change, a greater number of values changed significantly within the Global Survival group than those in the other two groups. These value changes also reflected increased introspection of the student subjects. There were also some significant differences by group in the way values changed. Other variables such as sex, race, religious and political preferences, high school grade point averages, and types and sizes of high schools were also analyzed. Each variable had a relationship to student value formation, although the relationship was not as strong as the group association. All hypotheses relative to particular values were validated. It was generally concluded that the college experience tended to develop greater value homogeneity among the student subjects. The research method, which included both survey and personal interviews, proved to be a significant addition to educational research.



## CONTENTS

## Forward

I	CHAPTER I: Introduction, Review of Literature, and	
	Rationale for Present Study	1
	A. A General Review of the Literature	2
	1. Philip Jacob	
	2. Feldman and Newcomb	
	3. Post Feldman and Newcomb	
	a. Value Formation	
	b. Definition of Values	
	4. Value Change	
	5. Summary	
	B. Limitations of Past Studies	15
	1. General Limitations	
	2. Methodological Limitations	
	C. Allport-Vernon-Lindzey Study of Values	17
	D. The Rokeach Value Survey	19
	E. Instrument Limitations--General	19
	F. Present Study: Summary	20
II	CHAPTER II: Method	21
	A. Subjects	21
	B. Instrument	23
	1. Test Validity and Reliability	
	2. Instrument Data	
	3. Instrument Limitations	

C. Interviews	28
1. Interview Data	
2. Interview Limitations	
D. Procedure	30
1. Data Analysis	
2. Procedural Limitations	
E. Hypotheses	34
F. Summary	35
III CHAPTER III: Results	37
A. Test Data	37
1. Description of the Subjects by Group	
a. Sex	
b. Race	
c. Other Variables	
2. Pre-test Differences	
a. By Group	
b. By Other Variables	
3. Value Changes	
a. By Group	
b. By Other Variables	
4. Post-test Differences	
a. By Group	
b. By Other Variables	
5. Within Group Value Changes	
6. Student Opinions	



B.	Interview Data	76
1.	Global Survival	
2.	Cashin Dormitory	
3.	Psychology 101 D	
C.	Correlation of Interview Data and Test Data	86
D.	Summary	88
IV	CHAPTER IV: Conclusions	91
A.	Major Hypotheses	91
B.	Secondary Hypotheses	94
C.	Pre-test Differences	98
D.	Value Change	98
E.	Post-test Differences	99
F.	General Conclusions and Implications for Further Research	100
V	CHAPTER V: Summary	103
References		
Footnotes		
Appendices		
A.	Value Survey	
B.	Test-Retest Reliabilities of 18 Instrumental Values and 18 Global Values	
C.	The Student Interview	
D.	Cover Letters	
E.	Cross-tabulations by High School Grade Point Averages, High School Type, High School Size, Political Preference, and Evaluation.	

- F. Analysis of Variance by Sex, Race, Political Preference,  
Religious Preference, High School Type, High School Grades,  
High School Size, and Evaluation.
- G. Value Survey Frequency Distribution

## List of Tables

TABLES	DESCRIPTION	
I	Definitions	12
II	Indicators of Value Categories	26
III	Cross-tabulation of Groups by Sex	39
IV	Cross-tabulation of Groups by Religious Preference	41
V	Analysis of Variance by Group	43
VI	Summary of Significant Value Changes	66
VII	T-Test Results	70
VIII	Student Opinions	72
IX	Analysis of Variance by Interview	77
X	Value Categories for Global Survival Students	80
XI	Value Categories for Cashin Dormitory Students	82
XII	Value Categories for Psychology 101 D Students	85
XIII	Summary of Correlation Coefficients	87

C H A P T E R   I  
INTRODUCTION, REVIEW OF LITERATURE  
AND RATIONALE FOR PRESENT STUDY

Educational research, acknowledging the importance of affective as well as cognitive growth, has long been interested in values research. In a sense, understanding the kind of impact college has on student values may be as important as understanding the kind of impact college has on cognitive development. In general, research has focused on values held by students and changes affected by the college experience. As Arthur Chickering (1972) and others have suggested, the bases of value formation, the ways in which values are held, and the force with which the values operate in a student's life may be more important concerns for educational research.

The purpose of this study is to investigate the bases of undergraduate student value formation. What variables are most important in the formation of college student values in the first year? Research has shown that the college experience does have an impact on student values, but there remains considerable disagreement concerning the kind of impact that college has on student values. This study proposes to focus on significant past experiences of students and the students' perceptions of college as variables in the formation of student values during the first semester of the college experience.

Chapter I, in part, will review literature written about the impact of college on student values. The review will focus on three distinct periods of research:

- (1) the major contributions of Philip Jacob (1957) and his major respondent Allen Barton (1959);
- (2) some of the significant trends in research reported by Kenneth Feldman and Theodore Newcomb in The Impact of College on Students (1968); and
- (3) the developments in educational research relating to student development since 1968.

Following the review of literature will be an analysis of the research methods that have been used.

The amount of literature available which relates to the values of college students and youth in general is staggering. This study will concern itself only with literature which relates to the impact of the college experience on student values.

All research reported prior to 1968 consisted of instrument surveys using an edition of the Study of Values (Allport-Vernon, 1931; Allport-Vernon-Lindzey, 1960). Some post-1968 research began to use interviews and observational techniques. Also, all research reported herein used the longitudinal study method which measures the values of the same group of students at different points in time.<sup>1</sup>

#### A General Review of the Literature

##### Philip Jacob

Although highly criticized, Philip Jacob provided much of the stimulus for the research on the impact of higher education on student values. Jacob's Changing Values in College (1957) was concerned with

the more formal aspects of the college environment, particularly the teaching-learning process. He concluded that the college experience resulted in little if any significant change in the values of students which could be attributable to the impact of the formal aspects of the college experience, e.g., teaching and the curriculum. Jacob attributed the changes he found to the continuing socialization process of life, or changes toward greater conformity.

The main overall effect of higher education upon student values is to bring about general acceptance of a body of standards and attitudes characteristic of college-bred men and women in the American community (Jacob, 1957, p 4).

Socialization, for Jacob, meant refining and molding a student's values to fit into the ranks of American college alumni.

Jacob was emphatic that student values were not significantly influenced by the curriculum, faculty, or instructional methods. By "influenced", Jacob was referring to a process of liberalization. "The impetus to change does not come primarily from the formal educational process" (Jacob, 1957, p 4). Jacob concluded that the only significant impact for change could be found in colleges fostering strong value-commitments, e.g., the distinctive environment encouraged by a few private institutions, committed faculty, and value-laden personal experiences integrated with a student's cognitive development (Jacob, 1957, p 11). In short, Jacob recognized that the college experience did have an impact on student values, but the impact was less than desirable to Jacob.

Studying the Effects of College Education (1959) was Allen Barton's attempt to analyze critically the conclusions of Jacob (1957). Barton's main concern was with what he considered Jacob's failure to define



adequately the problem. Barton claimed that Jacob's treatment of college student values was entirely too general, failed to define the kind of impacts to be analyzed, and did not obtain valid measures. He suggested that Jacob did not apply his measures to a proper design (Barton, 1959, 75). Barton offered that studies of college impact on student values ought to consider possible influences of the total college environment, including both the formal teaching-learning process and the more informal aspects of college life and that influences external to the college environment could be isolated to help understand the specific impact of higher education on student values.

Both Jacob (1957) and Barton (1959) were concerned with the impact of college on student values. Disregarding their differences in research methods the writer found that both men were interested only in whether or not the college experience influenced change in student values.

Feldman and Newcomb

The Impact of College on Students (1968) represents a mass of educational research accumulated since the 1930's. Feldman and Newcomb were seeking an answer to the question, "under what conditions have what kinds of students changed in what specific ways?" (1968, pp 3-4) Their study sought to incorporate all the variables researchers had isolated relating to the total impact of college on students.

One of the threads of research discussed by Feldman and Newcomb (1968) was the conclusions of Jacob (1957), Whitely (1938) and Duffy (1940). Although each of the latter found student values changed as a result of the college experience, each also concluded that the changes were relatively

insignificant. For example, Duffy discovered a "trend toward increased theoretic and aesthetic values scores (from the Allport-Vernon Study of Values , 1931), and possibly toward increased social values scores... (1940 , p 616)." Duffy considered these changes in student values to be directly attributable to the college experience.

Feldman and Newcomb report on a number of research studies which might support Jacob's conclusion that collegiate environments stressing value-commitments are more likely to influence student values more significantly than those with less emphasis in that area. Hunter (1942), for example, tested female students in a small, southern liberal arts college and found significant value changes. The students became more conservative in their values. Newcomb's own Bennington College study (1943) offered another example. The students at Bennington became more liberal in their value orientation. Both studies indicated that significant changes in student values occurred during the college experience, and that the changes tended to be towards the value commitment of the institutions. Hence, Jacob's (1957) claim that the college experience was a socializing one (stimulating value changes in a particular direction) gained support.

Most of the research reported by Feldman and Newcomb (1968) did suggest that changes in student valuing patterns occurred during college, and that some of the changes were significant. Although new research methods began to locate specific areas of change in student values, researchers were cautious not to suggest that the student's experience in higher education was solely responsible for the changes (Dressel and



Lehmann, 1965). Research had yet been unable to isolate the effects of higher education adequately on student values from other potential influences, i.e., the family, work, and religion.

The use of non-student control groups in research began to isolate more clearly the specific impact of the college environment on student values. Irving J. Lehmann (1963), for example, concluded that there were significant differences in the changes in college student values compared with those value changes found in non-student groups. Lehmann concentrated not on the changed patterns of student valuing, but on isolating the particular influences (i.e., college vs. non-college influences) on the changing values.

The impact of the college experience on student values appears to be related to the student's perseverance in higher education. K. Patricia Cross suggested that student characteristics prior to college may be an indicator of their perseverance in higher education and their likelihood of changing (Cross, 1968). Her conclusion was a result of a four year longitudinal study of college student and non-student groups from the time they graduated from high school.

The Michigan State University study of Lehmann and Dressel (1963) supported the Cross (1968) conclusions. The Lehmann and Dressel research was a longitudinal study from 1958 to 1962 including a group of males who dropped out of college in their first year and a group of male students who completed four years of college. "The significance between the groups stemmed not so much from the magnitude of change by each group, but from the fact that they moved in opposite directions in their value orientations" (Lehmann and Dressel, 1963 , p 42). The four-year group became more liberal

and the other group more conservative in its value orientations. These findings were elaborated in the report of Lehmann, Sinha, and Hartnett (1966). In concluding their 1963 study, Lehmann and Dressel suggested that college attendance could not conclusively be said to be a significant factor in creating more liberal values. They concluded that a college education could not always be used as the only criterion to predict the degree and direction of change in traditional value orientations and that higher education might merely facilitate development of a natural maturation process.

College students do change during the period of college attendance and, generally speaking, the amount and nature of change are related to the period of time spent at college. However, individual students and identifiable subgroups change in varying degrees and even in different directions (Lehmann and Dressel, 1963, p 256).

Lehmann and Dressel were suggesting that the characteristics students bring to higher education may be strongly influential in determining how and to what extent student values change, therefore, student value formation was found to be influenced by experiences undergone prior to college. To Lehmann, Dressel and others, this catalytic impact of higher education on student values was not considered insignificant. Their research opened new directions in values research involving college students.

From Lehmann and Dressel (1963) and other researchers, Feldman and Newcomb (1968) developed a "theory of accentuation" based on the assumption that students, given their past experiences, tended to seek other individuals, groups and experiences that they felt held similar value orientations as themselves. If one were to assume the validity of this theory of association, the ultimate outcome in terms of change in student

values would largely be in directions congruent with the values shared between the subject and the group(s) as a whole (Feldman and Newcomb, 1968). Groups, in this case, may consist of student peers, faculty, or other persons. Hence, Feldman and Newcomb suggested that students' past experiences influence their perceptions of the college environment, choices of association, and ultimately the formation of their values.

Students, like other people, tend to meet or to seek out and associate with others who have similar attitudes and values. Insofar as this occurs, processes of consolidation are ubiquitous; we suspect that they are at once the most common and the least noticed sources of colleges' impacts on their students (1968, p 330).

The identification and expansion of the theory of accentuation was a contribution to the study of the impact of college on student values that generally continues to be accepted today.

The particular values that Feldman and Newcomb (1968) identified as undergoing the strongest and most consistent changes among college students were nearly the same as those identified by Duffy (1940). Aesthetic values increased in relative importance from the first to fourth year of college. The relative importance of social values often increased. Almost without exception, research showed that religious values were of lower relative importance to seniors than to freshmen (Feldman and Newcomb, 1968). Research appeared to have produced relatively consistent data, e.g., the college experience did have an impact on at least some student values. The impact was related, however, to a number of unique characteristics of the student.

To this point, at least three elements had been identified as important factors in value formation of college students: (1) the characteristics of a student prior to college; (2) the value orientation of the

of the institution, and (3) the perseverance of a student in college.

Post Feldman and Newcomb

There have been several significant trends in research since 1968. New developments have occurred in the analysis of the formation of student values; research has focused more on why student values change, and a significant attempt to define the concept of value in more precise terms has begun.

### Value Formation

A number of researchers have continued to try and isolate particular influences on student value formation. Bennet (1970), for example, has researched the impact of a student's past experiences, significant choices, a variety of unique characteristics of the college environment, and the external social environment on student values, finding each to be related to value formation.

Other research has been of a more specific nature. Pearson and Levin (1971) have analyzed the relationship of the focal point or major orientation of a student's life on his/her values. They found a significant relationship between a student's use of a particular reference group with his/her value orientations. For example, Pearson and Levin (1971) found that students using home-and-family as a reference group were more establishment-oriented than their counterparts using the immediate academic community for the same purpose. The former students were more likely to express preferences for more personal values (i.e., salvation) than the latter group.



A major study at Harvard University focused on the relationship between a student's reference group and his/her likelihood of changing. William G. Perry, Jr., put the question of his research this way: "What environmental sustenance most supports students in the choice to use their competence to orient themselves through Commitments... (Perry, 1970, p 213)?" Perry concluded that student values were likely to change if the student encountered others open to change, and if the student found encouragement in his/her daring to take risks. Perry did not suggest that students tended to acquire the values of the reference person or group of persons. The important sense of community described by Perry (1970, p 213) refers to the reference group's encouragement of the student's individual choices concerning values.

Research has moved from Jacob's (1957) concern that the impact of college on student values did not result in a radical conversion to a greater concern for other aspects of the formation of student values. The focus of contemporary research has been on the student's characteristics prior to entering college (i.e., Axelrod and Freedman, 1969), and the student's perception of community (i.e., Perry, 1970). (These hereafter will be referred to as personal history and perceived behavioral expectations.)<sup>2</sup> Studying how student values change has given way to analyzing why student values change. As Chickering (1972) suggested,

There may be other changes of greater significance (than value orientations). The bases on which values rest, the ways in which they are held, and the force with which they operate in daily life, may be of more importance--within limits--than the particular values held (1972, pp 126-127)."

### Defining Values

The term "value" has long been undefinable and consequently ignored frequently by researchers. Alexander Astin (1971), for example, suggested freedom to be an attitude. Others (i.e., Rokeach) have referred to it as a value. Even Feldman and Newcomb (1968) failed to provide a clear definition of a value. Their definition of a value was "a cluster of attitudes organized around a conception of the desirable (1968, p 7)." Without a clear understanding of the concept of value, the relationship of values to other concepts such as attitudes and beliefs, and the relationship of values to behavior, research into the value formation of college students has been limited. Some of the problems of definition will be discussed later in relation to the Allport-Vernon-Lindzey Study of Values (1960).

Milton Rokeach (1972; 1973) has worked rigorously to clarify the definition of "values" and its relationship to concepts such as "belief" and "attitudes". Rokeach's definition of "value" provides the basis for this study.

A value is an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence. A value system is an enduring organization of beliefs concerning preferable modes of conduct or end-states of existence along a continuum of relative importance. (Rokeach, 1973, p 5)

The Rokeach definitions of attitude, belief and belief system can be found in table I.

## Table I

## Definitions

The following definitions of concepts related to values are taken from Rokeach, 1972. For a discussion of each term and related concepts, see Rokeach, 1972, pp 109-132.

Beliefs--inferences made by an observer about underlying states of expectancy.

Belief System--represents the total universe of a person's beliefs about the physical world, the social world, and the self.

Attitude--a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner.

## Value Change

A number of assumptions have been made by researchers concerning values. One is that values do change. Value change occurs as an individual is confronted with new information related to his/her own value system. The change can create a new value, increase the intensity of an existing value, or decrease the intensity of an existing value. The kind of value change produced is related to the perceived importance or necessity of change.

The most important variables in value change are trust and the strength of the new information (Freedman, et al, 1970, p 295). The source of information must be held in high regard by the valuing person. The stronger the message from a trustworthy source and the more relevant the information to the valuing person, the more likely is the possibility of value change.

Value research has shown that interpersonal sources of information are regarded as more important than impersonal ones in value change. Kenneth Starck's (1973) research suggests that a hierarchy of trusted sources of information relating to personal values can be developed. The most influential sources of information are persons, then groups or organizations, and then impersonal sources such as the media.

The question of how sources of information influence value change may be most important. Milton Rokeach has suggested that value change occurs in persons given feedback information about inconsistencies in their own value systems. In 1972 (Rokeach and McLellan, 1972), value research found that feedback concerning inconsistencies in the value systems of other persons also is a determinant of value change in oneself.



Value change, in short, seems to occur when one perceives inconsistencies in his/her own value system with what is expected. Value changes are more likely to occur as sources of information become more personal and trusted. Depending upon the strength and content of the message, new information may cause the creation of a new value, or alter the intensity of the old.

The college environment provides a number of new information sources and a variety of interpersonal contacts. It seems reasonable to assume that research on human value formation could benefit from the study of college student populations.

#### Summary

Philip Jacob (1957) was one of the primary catalytic agents for stimulating research on the impact of college on student values. His was the first significant attempt to provide summaries and analyses, and draw conclusions concerning the value formation of college students. Although he found student values to change during the college experience, Jacob concluded that the college experience tended to create a group of American college graduates with relatively homogeneous values. Since he was dissatisfied with the changes he found he considered the impact of college on student values to be insignificant.

Feldman and Newcomb (1968) provided the most comprehensive review of literature. In developing their "theory of accentuation," Feldman and Newcomb began to focus on the past experiences of a student as an important determinant in the value formation of college students. Their

theory of accentuation suggested that college students' values tended to change in directions determined by their experiences prior to college.

Research since 1968 has analyzed in more detail aspects of the college environment and past experiences which impact on student value formation. Perry's (1970) research into the environmental factors which encourage changes in student values emphasized the importance of the student's perceptions of the learning environment in value formation. Student characteristics prior to entering higher education and the student's expectations of the college experience are now accepted as two very important determinants of the kind of impact college has on student values. These research developments coupled with Milton Rokeach's efforts to more clearly to define the concept of "value" provide the research background for this study.

### Limitations of Past Studies

A number of problems exist with past research on college student values. These problems may be categorized as general limitations and methodological limitations.

#### General Limitations

Data misuse has frequently occurred in past research. Jacob (1957), for example, often referred to data gathered from female subjects when drawing conclusions about male subjects, generalized from specific studies on particular student populations to all students, and used short term studies (i.e., one year) to infer conclusions about higher education in general.

Plant (1958) suggested that the most frequent misuse of data was the tendency of researchers to generalize data from one institution to another. He cites the generalization of Newcomb's (1943) Bennington College study to other student populations as a most frequent occurrence.

An inadequate understanding of the concept of "value" has to a large extent limited past research. A lack of distinction between values and attitudes has adversely affected the definition of the problem, research design, and the interpretation of the data. An inadequate understanding of the roles values play in the development of human personality and in human behavior has led to a skepticism about the significance of values research.

Past research, generally, has been concerned about the average change in the value orientations of groups of students. The individual student has largely been ignored (Huntley, 1967). Dukes (1955) suggested that using only instrument measurement of student values neglects the human factor. For this reason, a number of researchers (i.e., Lehmann [1967], Perry [1970]) have suggested that the interview method might be an important improvement in studying value formation of college students.

General limitations to past research, then, have included data misuse, a lack of understanding concerning the concept of "value," and inappropriate research designs. Specific problems in past research methodologies will now be considered.

#### Methodological Limitations

Instrument surveys have been employed in the study of student values for a number of reasons: (1) a large number of students could be

tested; (2) instrument surveys were less time consuming; and (3) at least some objective criteria and continuity for judging comparative value changes from one student group to another were obtained. The two instruments most frequently used have been the Allport-Vernon-Lindzey Study of Values (1960) and the Rokeach Value Survey (1973). The Study of Values was developed in 1931 and revised in 1951 and in 1960. The Value Survey was developed in 1968. Both instruments were designed to test the relative importance of a predetermined set of values.

The Allport-Vernon-Lindzey Study of Values (1960) was designed with the six areas of inquiry outlined in Spranger's Types of Men (1928) as its basis, (i.e., the theoretical man, the economic man, the aesthetic man, the social man, the political man, and the religious man).

The Rokeach Value Survey (see Appendix A) consists of a list of eighteen alphabetically arranged instrumental values and a list of eighteen alphabetically arranged terminal values.<sup>3</sup> Rokeach (1973) suggests that each list is reasonably comprehensive. The eighteen terminal values were obtained from a review of literature and the testing of a number of groups (1973, p 29). The instrumental values were obtained by a process of discriminating among Anderson's (1968) list of 555 personality-trait words (Rokeach, 1973, pp 29-30). The subject is asked to rank the lists of values in order of relative importance.

#### Allport-Vernon-Lindzey Study of Values

The Study of Values (1960) questionnaire, although widely used, has been criticized for a number of reasons. The criticisms focus on two areas: (1) the relative nature of the instrument, and (2) the lack



of clarity concerning the nature of what the instrument is designed to measure—values.

The Study of Values (1960) questionnaire is "relative" in the sense that a high score on one scale (based on Spranger's Types of Men [1928]) necessitates a low score on another scale. The forced choice response is an inadequate indication of the way the subjects' values are actually held. The instrument measures only the relative importance of values.

Because it is a standardized questionnaire, the Study of Values (1960) may be applicable only to part of the college student population. The test is standardized on college students who are primarily in liberal arts. There is insufficient data to allow for generalization beyond this range of subjects (Robinson and Shaver, 1973).

Martin (1971) questioned the sensitivity of the Allport-Vernon-Lindzey Study of Values (1960) to the values of college students generally. Although it has been revised twice since 1931, the Study of Values (1960) is still based on Spranger's Types of Men (1928). Revisions have left this basic substance of the questionnaire untouched. Martin suggested that Spranger's theory may not be appropriate for contemporary college students.

The nature and understanding of values limits the usefulness of the Allport-Vernon-Lindzey Study of Values (1960). Robinson and Shaver (1973) suggested that both "attitudes" and "interests" could be implied from the Study of Values questionnaire. (Refer to page 11 for a discussion of the relationship of values and attitudes.) Referring mainly to the Allport-Vernon-Lindzey Study of Values, Lehmann (1967) noted that

development of a successful instrument for measuring values is closely related to the problem of defining the concept of value. Measurement of values has, to a large extent, been limited by the lack of distinction between values and attitudes.

### The Rokeach Value Survey

The Rokeach Value Survey (1973), developed in 1968, was developed from a more adequate definition of values than the Allport-Vernon-Lindzey Study of Values (1960). Rokeach has distinguished values from attitudes and provided further clarification for the concept of "value" by creating the categories of terminal values (preferred end-states of existence) and instrumental values (preferred modes of behavior). Rokeach (1972; 1973) provided a clear conceptual framework in which to measure student values.

As is the Allport-Vernon-Lindzey Study of Values (1960), the Rokeach Values Survey is relativistic. The subject is forced to rank a list of eighteen terminal values and eighteen instrumental values in order of relative importance. Such a procedure fails to indicate whether values are equally spaced along the importance continuum or cluster together at a few points for a given individual (Robinson and Shaver, 1973). More will be said concerning the limitations of the Values Survey in Chapter II.

### Instrument Limitations--General

Educational researchers have, in general, been reluctant to venture into the study of student values, hence research on student values has largely been the domain of social science, and social psychology in particular. To develop instruments to measure student values researchers

have been confronted with a number of problems. Dukes (1955), for example, suggested that values are highly conditional elements. Value formation is a dynamic process and an instrument can only indicate the relative importance of a predetermined list of values at one particular point in time, thus, instruments inadequately reflect individual value formation but can be most helpful in defining the relative values of individual students and student groups. How effective instrument surveys are in studying value change and value formation is still questionable.

#### Present Study: Summary

Post-1968 research, more clearly than research prior to that date, focuses on why and how student values change rather than simply determining whether or not value change occurs in college. This research suggests that the kind of impact the college experience has on the formation of student values is related to student characteristics upon entering college (Feldman and Newcomb, 1968), and, to a lesser degree, the student's perception of the college environment (Perry, 1970).

This study focuses on two elements, personal history (past experiences) and perceived behavioral expectations (accepted values and modes of behavior), as determinants of value formation of first year college students. If past experiences and perceptions of the environment are related positively to value formation, these two elements could be helpful in developing value-oriented educational programs as well as planning structured experiences such as living arrangements, work experiences, and the kind of faculty members which would be likely to provide the student the most satisfying educational experience. Chapter II will outline the research methodology.

## C H A P T E R   I I

## METHOD

## Subjects

This study involved first year students<sup>4</sup> at the University of Massachusetts, Amherst, during the fall semester, 1975. The students were selected on the basis of three groups: (1) the Global Survival Freshman Year Program; (2) psychology 101 D, and (3) the first year students in Cashin Dormitory of the Sylvan Residential Area.<sup>5</sup>

The Global Survival Freshman Year Program was a special program offered to first year students at the University of Massachusetts. Global Survival students seldom took more than one other course from the university curriculum. The program was an intensive interdisciplinary study of contemporary issues. General education requirements were satisfied by Global Survival and special arrangements were made with several departments such as engineering to satisfy departmental requirements. The students lived in close proximity, met together for general lectures and discussion, and were constantly interacting in smaller work groups.

The students in the Global Survival Freshman Year Program (N=55) were exposed to explicit examinations of social value issues. The Global Survival Freshman Year Program focused on contemporary social issues in an attempt to expand the student's "awareness of interconnections between disciplines, (to develop an) increased awareness of the complexity and depth of problems, and (develop an) awareness of international concerns (Guild, 1975, p 7)." The literature received by prospective Global Survival



students defines the program as multi-disciplinary, concerned with in-depth knowledge of and relationships between the following issues: war, peace and world order, cross-cultural communication and conflict, environmental deterioration and economic development, population, and resources and their distribution. The program was structured around introductory lectures, modules, integrating seminars, communication skill sections, and independent study and research. The faculty and staff represented a number of disciplines and were drawn from the five college area, e.g., Amherst, Smith, Mount Holyoke, Hampshire, and the University of Massachusetts. Most of the program depended on small group interaction, i.e., student-student and student-faculty.

The second group consisted of the first year students enrolled in the class of psychology 101 D (N=110). The class was an introductory level course with a component focusing on values clarification. The course syllabus outlined self-understanding, interpersonal relations, and decision-making as areas of concentration in order to facilitate the student's identification and accomplishment of her/his goals. The teaching-learning process included discussion groups, frequent use of audiovisual material and lecturettes. The course was taught by Theodore Slovin, a faculty member from the department of Psychology, Irene Carew, a graduate student in psychology, and a number of other persons. The small group discussions were usually led by peer-teachers. As suggested previously, examination of one's own value system, particularly identifying inconsistencies, can result in change, hence, psychology 101 was concerned explicitly with value formation but used a different approach than The Global Survival Freshman Year Program.

The third group consisted of the first year students housed in Cashin Dormitory of the Sylvan Residential Area (N=151). Although University of Massachusetts students have some choice in their place of residence, the use of the first year students in Cashin Dormitory (more than most dormitories on campus) could be considered a random sampling. Compared with those in Global Survival and psychology 101 D, these students represented more diversity in their academic interests, family backgrounds and other characteristics which will be discussed in more detail in Chapter III. Although students in Cashin did have a common dormitory experience, their experiences were relatively typical of most first year students at the University of Massachusetts. Cashin Dormitory was one of the largest single units on campus, arranged in suites and situated in proximity to two similar dormitories. All were away from the main part of the campus.

### Instrument

The Value Survey (see Appendix A), adapted from the instrument developed by Milton Rokeach (1972; 1973), was administered to each subject twice. The instrument consisted of three lists of values, the first was the Rokeach list of terminal values and the second his list of instrumental values. (Refer to Chapter I, pp 17, 19-20 for a discussion of terminal and instrumental values.) The third list of values was specifically designed by this author and the director of Global Survival reflecting human social values. The third list of values was specific and relevant to contemporary college students. Hereafter, this third list of values will be referred to as the "global" scale.

The Value Survey provided a forced choice ranking of each of the lists of values from which the mean ranking of each value was calculated for each group of students. The mean scores, then, provided some objective criteria for determining average group change per item, as well as individual change. The Value Survey also provided personal data such as race and sex that was used to determine the relationship of variables other than group to value formation.

#### Test Validity and Reliability

Rokeach has established the test-retest reliabilities of the items included in the Value Survey (1973). The overall test-retest reliability coefficients of the Value Survey (using three to seven week intervals) were .74 for terminal values and .64 for instrumental values (1973, p 33). The test-retest reliability of the global scale of values was established during the fall semester of 1976 with first year students at Kansas Wesleyan. A three week interval was used. The overall test-retest reliability coefficient for the global scale was .35. Coefficients for each terminal and each instrumental value are listed in Appendix B as are reliability coefficients for each global scale value.

The validity of the instrument has not been established, but predictive validity is noted by Rokeach for some of the terminal values. For example, the rank order of the terminal value "salvation" highly predicts church attendance. The relative preference of "equality" over "freedom" has also been useful in predicting involvement in civil rights demonstrations.

## Instrument Data

Rokeach (1973) defined the terminal values as either social (i.e., "a world at peace", "equality", and "freedom") or personal (i.e., "a comfortable life", "a sense of accomplishment", and "pleasure") in nature. He suggested that the instrumental values tended to fall into the categories of moral (i.e., "forgiving", "helpful" and "clean") or competence (i.e., "logical", "imaginative", and "independent") values. The global scale of values (included in the Value Survey), as the terminal values, may also be categorized as personal (i.e., "authority", "individualism", and "social recognition") or as social (i.e., "human well-being", "moral responsibility", and "social justice").

The Value Survey, then, provides the basis for a relative categorization of each subject on the three scales (terminal, instrumental, and global) and helps to identify each subject as personal or social on the global scale. In sum, the six value categories would then be terminal social, terminal personal, instrumental moral, instrumental competence, global personal and global social (see table II for the values included in each category). Each student was assigned three of the above categories, one relating to each of the three lists of values presented in the Value Survey.<sup>6</sup> Assignment was made to value categories on the basis of the five most important values (values ranked one through five) identified by each student. A five point scale was used (e.g., ranking one=five points, ranking two=four points, ranking three=three points, ranking four=two points, and ranking five=one point). Then the student was assigned to the category reflecting the largest point total among his/her five highest



Table II

Indicators of Value Categories \*

Terminal- Personal	Terminal- Social	Instrumental- Moral	Instrumental- Competence	Global- Personal	Global- Social
A Comfortable Life	A World at Peace	Cheerful Clean	Ambitious Broadminded	Authority Individualism	Corporate Accountability
An Exciting Life	A World of Beauty	Courageous Forgiving	Capable Imaginative	Innovation Order	Cultural Pluralism
A Sense of Accomplish- ment	Equality Freedom	Helpful Honest	Independent Logical	Pleasure Social	Democratic Ideals
Family Security	National Security	Loving Obedient	Self-Controlled	Recognition Survival	Ecological Balance
Happiness		Polite			Economic Justice
Inner Harmony		Responsible			Human Well- Being
Mature Love					International Cooperation
Pleasure					Moral Responsibility
Salvation					Racial Equality
Self-Respect					Sexual Equality
Social Recog- nition					Social Justice
True Friendship					
Wisdom					

\*The determination of categories for particular values in part is dependent upon the judgment and values of the author. In general, though, personal values are those which focus primarily on the self, social values those which focus primarily on other people, moral values refer to those which imply "oughtness" and refer to a quality of character, and competence values generally refer to abilities. These lists were established by the consistency suggested when fifteen people were presented the full list of eighteen values on each scale, the six categories, and asked to place the values in the appropriate categories.

ranked values. Since the ranking of the top one-third of each list of values is generally most reliable (Rokeach, 1973), it seemed appropriate to use value rankings from the top one-third of each list to determine value categories. These value categories were then used to choose persons for interviews, a process to be explained later.

The Value Survey was also used to determine the relative stability or change of values for the students within each of the groups (Cashin Dormitory, Global Survival, and psychology 101 D). The mean score for each value by group was tabulated from pretest and post-test data. The t test for statistical significance was used to determine the level of significance within groups and analysis of variance was used to test significance levels between groups.

#### Instrument Limitations

In the Value Survey students were presented with three lists of eighteen values and asked to rank them in order of the importance of the values to them. Since the Value Survey was a forced choice instrument, the relative rather than absolute importance of each value was sought. It was therefore impossible to know if values were equally spaced along the importance continuum or clustered together at a few points (see Chapter I, p 33). The eighteen terminal, seventeen instrumental, and eighteen global values listed were not exhaustive and may not have adequately reflected those values of greatest importance to any one individual. Hence, the Value Survey was not effective in defining either the actual values of an individual or their absolute importance. The instrument was designed only



to indicate the relative importance of a predetermined set of values.

The generalizability of the data from the Value Survey is limited. The reliability and validity of values measurements generally have not been established with any consistency. The data collected by the Value Survey reflected the average changes of the particular students and/or student groups being measured. Implications about other students, student groups, or other college environments can be drawn only with extreme caution.

### Interviews

The student interview was designed to supplement the data provided by the Value Survey. The data from initial administration of the Value Survey was used to select potential candidates to be interviewed. The criteria for selection will be discussed later. Whereas the instrument was primarily designed to provide data on average group and individual changes in values, the interview method was designed to focus more on the individual student and to test the major research hypotheses. A second difference between the Value Survey and the interview was the nature of the data sought. The Value Survey served as a means of group and individual measurement at a particular point in time while the interview served to uncover the individual bases of value formation. Through the interview, each student's significant experiences and perceived behavioral expectations developed from the University of Massachusetts were analyzed as they related to value formation. The general format of the interview is presented in Appendix C.

## Interview Data

The interview data, in general, was separated into two parts: (1) data relating to each student's past experiences, and (2) data relating to each student's perceptions of his/her learning environment. Using the same categories developed by Rokeach (1973) for the scales of his Values Survey, the interview was designed to categorize the significant past experiences as personal or social (if values were basically terminal), moral or competence (if values reported were basically instrumental), and personal or social (if values were basically global in nature) influences. The same categories were used for each student's reported perceptions of The University of Massachusetts. For example, the student may have perceived the University of Massachusetts faculty as encouraging instrumental competence related values. In the interview, the Value Survey was presented (no more than two times per interview) to clarify the student's perceptions of important past experiences and perceptions of the learning environment.

## Interview Limitations

The interview method could be helpful in defining the subject's bases of value formation, but it was not designed to provide data on value change. For an adequate understanding of the nature of value formation the interview method used in conjunction with a measurement instrument would be most helpful, but either method used alone presents a limited analysis of value formation.

The subjective nature of the interview may also limit its usefulness. First, the data must be collected, interpreted, and analyzed by the researcher. The individualized nature of interviews and the potential bias of the interviewer may limit the reliability of the data. The values of the researcher determine, to some extent, the kind of information gathered through the interviews. Secondly, the reliability of the information depends upon the interviewee's ability to understand and report the data accurately. In the case of this study, important information may not have been uncovered if the interviewee, for some reason, was unable to report potential influences on the formation of his/her values.

The interviews were conducted between the pretest and post-test administration of the Value Survey. Such a procedure could have prejudiced the post-test data from those students who were interviewed.

### Procedure

The Value Survey was administered to all first year students in the Global Survival Freshman Year Program (N=55), all first year students in the psychology 101 D class (N=110), and to the first year students in Cashin Dormitory (N=151), a total of 316 subjects. The Value Survey was mailed to the students in the Global Survival Freshman Year Program with a cover letter (see Appendix D) explaining the purpose of the research and brief instructions for its completion. The mailing occurred prior to the students' arrival on campus for the fall semester, 1975. The students were also told to bring the completed instrument to the first general meeting during the first week of classes.

The Value Survey was given to the first year students in the psychology 101 D class during one of their first class sessions. They were given instructions to complete the instrument and return it during their first discussion session (two days later).

All first year students in Cashin Dormitory (N=151) received the Value Survey by mail. A cover letter (see Appendix D) was enclosed with brief instructions for completion and return of the instrument. The students were asked to return the instrument within two days of receiving it to the apartment of the Head of Residence of Cashin Dormitory.

Following the first administration of the Value Survey, the data was analyzed and students were categorized into three of the six value categories (e.g., terminal social, terminal personal, instrumental moral, instrumental competence, global social, global personal). Interviews were then conducted with approximately thirty six students. The basic criteria for selecting potential interviewees were (1) a relatively equal representation of students from each of the three groups (e.g., The Global Survival Freshman Year Program, Cashin Dormitory, and the psychology 101 D class); (2) an equal representation (six students) from each of the six categories of values established by the pretest; (3) an equal representation by sex. Within these criteria, selection of potential interviewees was random. The potential interviewee received a letter explaining the purpose of the study and the interview (see Appendix D). The letter asked the student to respond by telephone or by an enclosed post card (whichever was most convenient or non-threatening) if she/he would be willing to participate in the interview process. If the student agreed to participate, an appointment was made for the interview. Each interview was



recorded and lasted approximately one hour.

A second administration of the Value Survey occurred during the final week of classes of the fall semester, 1975. The students in the Global Survival Freshman Year Program and the psychology 101 D class were given the instrument during general meetings. The students were instructed where to return the questionnaire or how it was to be collected. The Cashin group of students again were mailed the Value Survey with instructions to deposit them in the apartment of their Head of Residence within two days. At this point, each student was informed that the general information from the study and/or the results and meaning of their participation was soon to be available to them.

#### Data Analysis

The instrument data was analyzed in a number of ways: (1) for the three groups (e.g., Cashin students, Global Survival students, and the students of psychology 101 D); (2) for each student individually; and (3) for the groups of students identified by value categories established following the pretest; and (4) by other characteristics such as race and size of high school attended. In each case, the differences of mean scores for each value on the three lists of the Value Survey were determined and a t test for statistical significance was performed within groups and Analysis of Variance was performed for each value between groups. The Value Survey also provided personal data and feedback information on the survey. Data from these sections were used to test variables other than groups in value change.



Data from the interview were analyzed in two ways. First, the relationship between the value categories of the student established following the pretest and the value categories suggested by the student's significant past experiences (people, or events) reported during the interview was analyzed by Pearson's  $r$  correlation test. Secondly, the relationship between the value categories suggested by the student's reported perceptions of the University of Massachusetts and value categories (as measured by the Value Survey, if any) of the post-test were examined. The correlations examined are clearer in the statement of the hypotheses of this study.

#### Procedural Limitations

The procedural limitations fall into two areas of concern: (1) the time lapse of the study; and (2) the usefulness of the data. The length of time between the first and the second administration of the Value Survey could limit the usefulness of the data, but the initial perceptions of a first year student and his/her significant past experiences are the most important focuses of this study; significant value changes are important only to a lesser degree. Also, the length of time students participated in the groups dictated, to some extent, the length of time used for this study. The psychology 101 D class was one semester in length and the Global Survival Freshman Year Program only a two semester program.

The experiences of most of the subjects in this study cannot be considered typical, even for first year students at the University of Massachusetts, Amherst. The subjects in each of the groups were chosen because

each program was designed to affect student values in different ways. The psychology 101 D class, in part, was concerned with values clarification and values theory. The Global Survival Freshman Year Program concerned itself with the student's awareness of and values related to social concerns. The experience of the Cashin dormitory students may be more typical of the indirect influences of the University of Massachusetts on student values. Except for the data related to the Cashin Dormitory students, the conclusions drawn from this study are limited as bases for generalizing to first year students in general.

### Hypotheses

Two major research hypotheses were the focus of this study.

- (1) The value categories (i.e., terminal personal, instrumental moral) of each student as measured by the Value Survey (pretest) will have a significant positive correlation with the value categories suggested by the significant past experiences (i.e., persons, groups, events) reported by the students during the interviews.
- (2) The value categories suggested by each student's significant perceptions of the University of Massachusetts as reported through the student interview would have a significant positive correlation with the value categories of the student's Value Survey post-test scores.

Two secondary research hypotheses were of importance to this study as well.

- (A) There would be a statistically significant difference in the value changes of students by group (Global Survival, Cashin Dorm, and psychology 101 D).
- (B) Statistically significant value changes would occur within groups.

Stated as null hypotheses, the major hypotheses included:

- (1) There would be no significant correlation between the students' past experiences and their pretest value categories.
- (2) There would be no significant correlation between the students' perceptions of the learning environment and their post-test value categories.

The secondary null hypotheses include:

- (A) There would be no significant differences in value changes by group.
- (B) There would be no significant value changes within groups.

#### Summary

The subjects of this study were first year students of the University of Massachusetts, Amherst, during the fall semester, 1975. The method of this study used both instrument measurement and personal interviews. A pretest with the Value Survey provided a basis for categorizing students in relation to their values (i.e., terminal social, instrumental moral). Interviews conducted with a representative number of students from each value category and group focused on significant past experiences and perceptions of the learning environment. This study sought primarily

to examine the relationships of each student's own value categories and the direction of value changes (if any) he/she might take the first semester with the value categories implied by each student's reported significant past experiences and perceptions of the University of Massachusetts.

The study of value formation is based in social psychology. Values are characteristics of an individual, but value formation is also a social phenomenon. The method of this study (researching the value formation of college students) utilized both psychological and sociological data and methods of data collection. The Value Survey was largely a psychological measurement of directions of value change. To understand why the changes occurred and how the values of an individual student were actually held, a more individualistic approach was necessary. The interview method provided a better understanding of student value formation generally and the social phenomena which had an impact on value formation, particularly the student's past experiences and perceptions of the college environment.

## C H A P T E R   I I I

## RESULTS

The results will be reported first on the basis of test data and then from interview data. A description of the subjects by group will be followed by pretest data, value change data by group comparisons, and post-test data. Data relating to other variables such as sex, race, and political preference will be reported where relevant. T-test results on value change within groups will be followed by a section on student opinion regarding value formation and the Value Survey. Interview data will be reported by group. Finally, the significant correlations between interview data and test data will be presented.

## Test Data

## Description of the Subjects by Group

The major common characteristic of the subjects was their status as first year students at the University of Massachusetts, Amherst during the fall semester of 1975. From the population of first year students were chosen three groups for the purpose of examining value formation: (1) The Global Survival Freshman Year Program; (2) the first year students in Cashin Dormitory of the Sylvan Residential Area; and (3) psychology 101 D. The attrition rate for subjects between the pretest and post-test period was between eleven and fifteen percent, and the initial participation rate by group was relatively low. In Cashin Dormitory, for example, 151 pre-test surveys were mailed to first year students, forty two were returned, but only thirty six subjects remained following the post-test. There



were fifty five students in the Global Survival Freshman Year Program, forty four Value Surveys were returned for the pretest, and thirty nine subjects remained following the post-test. There were 110 students in psychology 101 D, seventy three students completed the pretest, and sixty three remained as research subjects following the post-test. Some of the students did not respond to every question on the Value Survey, therefore, some of the numbers differ within these results.

### Sex

The only statistically significant difference in the group composition was by sex. The groups differed significantly to the .01 level by sex (t test and chi square) with the psychology 101 D group providing the comparative difference. Over seventy two percent of psychology 101 D were female. Comparatively, the male-female ratio in Cashin and Global Survival was relatively equal. Table III shows the breakdown of the groups by sex.

### Race

Only four non-white students participated in this research project making comparisons by race almost insignificant. Two students from Cashin Dormitory were black, one student in psychology 101 D was black, and one student in Global Survival was an American Indian.

### Other Variables

The only other variable that approached a significant difference between groups was religious preference. A comparison across groups by religious preference produced a significant difference to the .05 level (chi square). Between-group comparisons with every possible pair did not

Table III  
Crosstabulation of Groups by Sex

	Count Row Pct Col Pct Tot Pct	Sex		Row Total
		Male	Female	
Global Survival		19	20	
		48.7	51.3	39
		33.3	25.0	28.5
		13.9	14.6	
Cashin Dorm		21	15	
		58.3	41.7	36
		36.8	18.8	26.3
		15.3	10.9	
Psychology		17	45	
		27.4	72.6	62
		29.8	56.3	45.3
		12.4	32.8	
Column		57	80	137
Total		41.6	58.4	100.0

produce a significant difference. The across-group difference was a result of the above average Jewish student population in psychology 101 D. Table IV shows the breakdown of religious preference by group.

Comparisons of groups by reported high school grade point average, high school type, high school size, political preference nor the way the student felt about (evaluated) the Value Survey produced any statistically significant differences. There was a statistically significant difference to the .05 level between the way Cashin Dormitory students and psychology 101 D students felt about the Value Survey (Duncan's multiple range test) following the pretest. Psychology 101 D students expressed a better feeling toward the Value Survey than Cashin students. A breakdown of the above-mentioned variables by group appears in Appendix E.

#### Pretest Differences

##### By Group

Analysis of the pretest scores for each value by group shows a number of statistically significant differences. The analysis of variance was used across groups to determine which values differed significantly, while Duncan's multiple range test was applied to produce more exact data on group pretest differences. The pretest values which differed significantly across groups at the .05 level include "a comfortable life," "a world at peace," "a world of beauty," "equality," "freedom," "pleasure," "social recognition," "ambitious," "broadminded," "cheerful," "honest," "imaginative," "independent," "polite," "cultural pluralism," "ecological balance," "individualism," "international cooperation," "order," "pleasure," "social

Table IV

## Crosstabulation of Groups by Religion

Group	Religion				Row Total
	Count Row Pct Col Pct Tot. Pct	Protestant	Catholic	Jewish	Other
Global Survival	12	14	3	6	35 28.2
	34.3	40.0	8.6	17.1	
	34.3	24.6	15.0	50.0	
	9.7	11.3	2.4	4.8	
Cashin Dorm	12	15	1	3	31 25.0
	38.7	48.4	3.2	9.7	
	34.3	26.3	5.0	25.0	
	9.7	12.1	.8	2.4	
Psychology	11	28	16	3	58 46.8
	19.0	48.3	27.6	5.2	
	31.4	49.1	80.0	25.0	
	8.9	22.6	12.9	2.4	
Column Total	35 28.2	57 46.0	20 16.1	12 9.7	124 100.0

recognition", and "survival". A number of values differed significantly between at least two of the three groups yet failed to show significant variance across groups. Refer to Table V for a more complete listing of the pretest differences by group.

One of the significant points of pretest comparisons on the terminal scale involved the breakdown between terminal personal and terminal social values (refer to page 40). For those values categorized as terminal personal and showing a statistical significance between groups, the mean score of the Global Survival students was generally higher,<sup>7</sup> i.e., "a comfortable life", "family security", "pleasure", and "social recognition". The mean scores of Global Survival students on terminal social values, however, were usually lower, i.e., "a world at peace", "a world of beauty", "equality", and "freedom". Hence, on the terminal scale, Global Survival students tended to value social values more than personal values, a statistically significant difference from the value preferences of students in psychology 101 D and Cashin Dormitory. Similar patterns did not exist in comparing group rankings of instrumental moral and instrumental competence values.

Some statistically significant differences appeared comparing group responses to the global values scale. With the exception of the value of "survival", Global Survival students consistently ranked social values higher than students from psychology 101 D and Cashin Dormitory students. (Refer to the values of "cultural pluralism", "ecological balance", and "international cooperation" as examples in Table V). Psychology 101 D students tended to rank global personal values higher than students from



Table V

## Analysis of Variance by Group

Grp 1=Global Survival (39)  
Grp 2=Cashin Dorm (35)  
Grp 3=Psychology 101 D(63)

\*=significant to the .05 level

\*\*=significant to the .01 level

\*\*\*=significant to the .001 level

Terminal Values		Pretest		Mean Changes		Post-test	
A COMFORTABLE LIFE F Prob Subset 1 Subset 2	Grp 3 1	.000*** Grp 2 10.3714	Grp 3 9.9683 <sup>1</sup> Grp 1 14.4615	Grp 3 Grp 2 Grp 1 -.0159 .4722 .5385	.798	Grp 2 9.8857 Grp 1 13.9231	.000*** Grp 3 9.9841
	Grp 2						
	Grp 1						
AN EXCITING LIFE F Prob Subset 1	Grp 2	.297 Grp 1 9.6923	Grp 3 10.3333	Grp 1 Grp 2 Grp 3 -.4615 .1111 .3492	.658	Grp 2 8.7143	.284 Grp 3 9.9841
	Grp 1						
	Grp 3						
A SENSE OF ACCOMPLISHMENT F Prob Subset 1	Grp 1	.172 Grp 2 9.5429	Grp 3 9.8413	Grp 1 Grp 2 Grp 3 -.5128 .7302 1.2500	.138	Grp 2 8.2571	.626 Grp 1 8.667
	Grp 2						
	Grp 3						
A WORLD OF PEACE F Prob Subset 1 Subset 2	Grp 1	.018* Grp 3 9.8571	Grp 2 9.8571	Grp 3 Grp 2 Grp 1 -.6508 -.5000 0	.716	Grp 1 7.2564 Grp 2 9.9429	.004** Grp 3 10.5079
	Grp 2						
	Grp 3						

<sup>1</sup>Represented are the group means. Significant differences to the .05 level (Duncan's multi range) exist between those groups listed in subset 2 with groups directly verticle or the left of them in subset 1. Hence, there exists a significant difference between group 1 and group 3 only. The stars represent across group variance (Anova). Homogeneous subsets are subsets of groups, no pair of which has means that differ by more than the shortest significant range for a subset of that size. The ranges for the .05 level in Duncan's procedure are 2.80 and 2.95.

Terminal Values		Pretest		Mean Changes		Post-test
A WORLD OF BEAUTY F Prob	Subset 1	Grp 1 7.9744	.000***	Grp 1 -1.0769	Grp 2 -1.667	Grp 1 9.0513 Grp 2 11.3143 Grp 3 13.0635
	Subset 2	Grp 2 11.1429	Grp 3 12.5556	Grp 3 -.5079		
	Subset 3					
						.000***
EQUALITY F Prob	Subset 1	Grp 1 8.2051	.017* Grp 2 9.9429	Grp 2 -.0278	Grp 3 .4127	Grp 1 8.2308 Grp 2 9.9714 Grp 3 10.2063
	Subset 2	Grp 2	Grp 3	Grp 1 -.0256		
						.096 Grp 2 9.9714 Grp 3 10.2063
FAMILY SECURITY F Prob	Subset 1	Grp 3 8.1270	.059 Grp 2 9.4000	Grp 3 -.3810	Grp 2 .5010	Grp 3 8.5079 Grp 2 8.8857 Grp 1 10.6410
	Subset 2	Grp 2 9.4000	Grp 1 10.3846	Grp 1 -.2564		
				Grp 2 .570		.058 Grp 2 8.8857 Grp 1 10.6410
FREEDOM F Prob	Subset 1	Grp 1 5.2564	.000*** Grp 3 6.5873	Grp 1 -.4615	Grp 2 1.5556	Grp 1 5.7179 Grp 2 7.3429
	Subset 2	Grp 2 8.9429		Grp 3 -.2063		
				Grp 3 .099		.217 Grp 3 6.7937
HAPPINESS F Prob	Subset 1	Grp 3 5.2063	.121 Grp 2 5.2286	Grp 3 0	Grp 2 .6944	Grp 1 4.5143 Grp 3 5.2063 6.4103
				Grp 1 .730		.125 Grp 3 5.2063
				Grp 2 .5897		.727 Grp 3 5.9683
INNER HARMONY F Prob	Subset 1	Grp 3 6.1270	.695 Grp 1 6.7179	Grp 3 .1587	Grp 1 1.0000	Grp 1 5.7179 Grp 2 6.5429
				Grp 2 .641		.727 Grp 3 5.9683
				Grp 3 .4167		.905 Grp 1 8.3590
MATURE LOVE F Prob	Subset 1	Grp 2 7.1471	.563 Grp 1 8.0256	Grp 2 -1.5000	Grp 3 -.3175	Grp 1 8.3492 Grp 2 8.7353
				Grp 1 .336		.905 Grp 1 8.3590
				Grp 3 -.3333		.905 Grp 1 8.3590

Terminal Values		Pretest		Mean Changes			Post-test	
NATIONAL SECURITY								
F Prob								
Subset 1		Grp 1	Grp 2	Grp 3	Grp 2	Grp 1	Grp 3	Grp 2
		14.3846	15.2000	15.6129	-.8333	14.8974	15.3387	16.0571
							.354	
PLEASURE								
F Prob								
Subset 1		Grp 2	Grp 3		Grp 3	Grp 2	Grp 3	Grp 1
		10.0571	10.1774		-.0952	9.9429	10.2742	11.6154
Subset 2		Grp 1			Grp 1			
		14.1026			2.4872		.159	
SALVATION								
F Prob								
Subset 1		Grp 2	Grp 1	Grp 3	Grp 1	Grp 2	Grp 3	Grp 1
		14.2857	14.4103	14.8387	-.9487	13.7714	14.5161	15.3590
							.440	
SELF-RESPECT								
F Prob								
Subset 1		Grp 2	Grp 3	Grp 1	Grp 2	Grp 1	Grp 3	Grp 2
		6.2857	6.3492	7.9487	-1.3333	6.1282	6.5079	7.6571
Subset 2					Grp 1			
					1.8205		.245	
SOCIAL RECOGNITION								
F Prob								
Subset 1		Grp 3			Grp 3	Grp 2	Grp 1	
		12.4032			-.4444	12.8548	14.0286	14.4103
Subset 2		Grp 2	Grp 1					
		14.0857	14.6923				.137	
TRUE FRIENDSHIP								
F Prob								
Subset 1		Grp 2	Grp 1	Grp 3	Grp 2	Grp 3	Grp 1	Grp 2
		5.7429	6.1795	6.6508	-1.0833	5.9524	6.3333	6.8571
Subset 2					Grp 1			
					-.1538		.488	
WISDOM								
F Prob								
Subset 1		Grp 1	Grp 3		Grp 3	Grp 1	Grp 3	Grp 2
		6.0769	7.3651		-.4444	6.1026	7.8095	7.9412
Subset 2		Grp 2	Grp 1					
		7.3651	8.5000				.134	

Instrumental Values			Pretest		Mean Changes			Post-test		
AMBITIONOUS F Prob	Grp 3	.048*	Grp 2	.810	Grp 3	Grp 1	Grp 3	.212	Grp 2	Grp 1
	Subset 1	8.1429	8.6286	-.8889	-.7143	-.2051	8.8571	9.5429	10.5385	
	Subset 2	Grp 2	Grp 1							
BROADMINDED F Prob	Grp 3	10.3333								
	Subset 1	.006**	Grp 3	.186	Grp 1	Grp 2	Grp 1	.190	Grp 3	Grp 2
	Subset 2	4.7436	5.9048	-.1429	-.0256	1.4167	4.7692	6.0476	6.2286	
CAPABLE F Prob	Grp 2	7.6857								
	Subset 1	.673	Grp 1	.260	Grp 3	Grp 1	Grp 1	.372	Grp 2	Grp 3
	Subset 2	8.0000	8.6923	-1.000	-.4127	.6923	8.0000	9.0286	9.1270	
CHEERFUL F Prob	Grp 2	.030*	Grp 3	.481	Grp 3	Grp 1	Grp 3	.456	Grp 2	Grp 1
	Subset 1	7.6000	7.9524	-1.1111	-.7302	.1795	8.6825	8.7429	9.7179	
	Subset 2	Grp 1								
CLEAN F Prob	Grp 1	9.8974								
	Subset 1	.977	Grp 2	.623	Grp 3	Grp 2	Grp 2	.687	Grp 3	Grp 1
	Subset 2	13.4474	13.5714	-.2051	.5397	.5556	13.0000	13.0145	13.6579	
COURAGEOUS F Prob	Grp 1	.312	Grp 2	.593	Grp 1	Grp 3	Grp 1	.174	Grp 3	Grp 2
	Subset 1	8.2564	9.3429	-1.6111	-.7949	-.4921	9.0513	10.0476	11.0000	
	Subset 2									

Instrumental Values			Pretest		Mean Changes		Post-test	
FORGIVING F Prob Subset 1	Grp 3	.549 Grp 1 8.0635	Grp 2 8.7179	Grp 2 9.0286	Grp 3 -1.0952	Grp 2 1.3056	Grp 1 7.1282	Grp 3 5.22 Grp 2 7.6857 8.1587
	Grp 1	.222 Grp 2 7.3077	Grp 2 8.4857	Grp 3 8.8254	Grp 1 -1.1282	Grp 3 .0159	Grp 2 8.0286	Grp 3 .686 Grp 1 8.4359 8.8095
	Grp 2	.027* Grp 2 2.9487 Grp 3 3.9143	Grp 2 3.9143 Grp 3 4.9683		Grp 1 -1.8462	Grp 2 -1.3056	Grp 1 3.7949	Grp 3 .354 Grp 2 4.2286 4.9683
IMAGINATIVE F Prob Subset 1 Subset 2	Grp 1	.000*** Grp 2 7.8462 Grp 3 11.5238	Grp 2 9.6000		Grp 2 -1.3889	Grp 1 .418 Grp 1 -1.3077	Grp 1 8.1538 Grp 2 11.0286	Grp 3 .039* Grp 2 11.0286 Grp 3 11.3333
	Grp 2	.007** Grp 1 7.1111 Grp 2 8.2051	Grp 1 8.2051 Grp 2 10.4000		Grp 3 .9206	Grp 1 .241 Grp 1 2.2564	Grp 1 5.4487	Grp 2 .091 Grp 3 6.1905 8.0286
	Grp 3	8.2051						
INDEPENDENT F Prob Subset 1 Subset 2	Grp 1	.748 Grp 2 10.9744	Grp 2 11.3714	Grp 3 11.6825	Grp 1 .5897	Grp 2 .430 Grp 2 .8333	Grp 3 9.9841	Grp 2 .817 Grp 1 10.3846 10.5143
	Grp 2							
	Grp 3							



Instrumental Values			Pretest			Mean Changes			Post-test		
LOVING F Prob Subset 1	Grp 3	.583	Grp 1	Grp 2	Grp 3	Grp 1	Grp 2	Grp 3	Grp 1	Grp 2	Grp 3
	5.7778	6.0286	6.6667			-.3492	-.3056	.5897	6.0769	6.1270	6.3429
OBEDIENT F Prob Subset 1	Grp 2	.217	Grp 1	Grp 3	Grp 2	Grp 1	Grp 3	Grp 2	Grp 1	Grp 3	Grp 2
	14.000	14.4603	15.2308			-.2381	.1795	.6944	13.2857	15.0513	
	Subset 2										
POLITE F Prob Subset 1	Grp 2	.012*	Grp 1	Grp 3	Grp 2	Grp 1	Grp 3	Grp 2	Grp 1	Grp 3	Grp 2
	9.7714					-1.1944	-.7436	-.2381	11.0000	12.0317	
	Subset 2										
RESPONSIBLE F Prob Subset 1	Grp 3	.419	Grp 2	Grp 1	Grp 3	Grp 1	Grp 2	Grp 3	Grp 1	Grp 2	Grp 3
	6.0000	6.7632	6.8857			-1.0769	-.6667	.7500	6.1143	6.6667	7.6667
SELF-CONTROLLED F Prob Subset 1	Grp 2	.421	Grp 1	Grp 3	Grp 2	Grp 1	Grp 3	Grp 2	Grp 1	Grp 3	Grp 2
	8.9429	9.1587	10.2308			-.7222	-.4444	-.3590	9.6032	9.6857	10.5897

Global Values		Pretest			Mean Changes			Post-test		
AUTHORITY										
F Prob	Subset 1	Grp 2	Grp 3	Grp 1	Grp 2	Grp 1	Grp 3	Grp 3	Grp 2	.030*
	Subset 2	13.9429	14.2667	15.2368	-.6667	-.6154	.8730	13.3500	14.6286	
								Grp 2	Grp 1	
								14.6286	15.8684	
CORPORATE ACCOUNTABILITY										
F Prob	Subset 1	Grp 1	Grp 2	Grp 3	Grp 1	Grp 3	Grp 2	Grp 1	Grp 2	.848
		11.2368	12.0000	12.2000	-.5897	-.0635	.0833	11.8421	11.9143	
										Grp 3
										12.2667
CULTURAL PLURALISM										
F Prob	Subset 1	Grp 1	.005**		Grp 3	Grp 2	Grp 1	Grp 1		.000***
		11.4324			.2381	.7778	1.2051	10.1622		
	Subset 2	Grp 2	Grp 3					Grp 2	Grp 3	
		13.0571	13.8136					12.2571	13.5593	
DEMOCRATIC IDEALS										
F Prob	Subset 1	Grp 1	.252	Grp 2	Grp 3	Grp 1	Grp 1	Grp 1		.010**
		10.0000	11.1000	11.6471	-.4762	.6667	1.0513	8.9211		
	Subset 2							Grp 2	Grp 3	
								10.9412	11.6000	
ECOLOGICAL BALANCE										
F Prob	Subset 1	Grp 1	.000***		Grp 1	Grp 3	Grp 2	Grp 1	Grp 2	.000***
		4.7105			-.8205	-.6667	.5278	5.5526	6.8286	
	Subset 2	Grp 2						Grp 3		
	Subset 3	Grp 3						10.8814		
		10.1695								
ECONOMIC JUSTICE										
F Prob	Subset 1	Grp 1	.293	Grp 3	Grp 2	Grp 1	Grp 1	Grp 1		.009**
		9.6053	10.2571	10.9500	-.7222	-.1587	1.0256	8.5526		
	Subset 2							Grp 2	Grp 3	
								11.0000	11.1167	



Global Values		Pretest		Mean Changes		Post-test	
PLEASURE F Prob	Subset 1	Grp 3 7.7833	.000*** Grp 2 8.8571	Grp 2 -.3056	.004** Grp 3 -.3016	Grp 3 8.1000	.126 Grp 2 9.1714 Grp 1 10.1842
	Subset 2	Grp 1 13.0263		Grp 1 2.7692			
RACIAL EQUALITY F Prob	Subset 1	Grp 2 7.9143	.793 Grp 1 8.2105	Grp 1 -.8974	.478 Grp 2 -.4167	Grp 2 8.3429	.683 Grp 3 8.4333 Grp 1 9.1316
SEXUAL EQUALITY F Prob	Subset 1	Grp 2 8.2000	.137 Grp 3 8.9667	Grp 2 .2500	.649 Grp 1 1.0513	Grp 3 7.8167	.340 Grp 2 7.9429 Grp 1 9.0526
SOCIAL JUSTICE F Prob	Subset 1	Grp 1 6.2895	.348 Grp 2 7.0286	Grp 1 -.9744	.441 Grp 2 -.6667	Grp 1 7.2895	.900 Grp 3 7.4167 Grp 2 7.7143
SOCIAL RECOGNITION F Prob	Subset 1	Grp 3 11.1000	.001*** Grp 1 13.3429	Grp 3 -.1587	.432 Grp 1 .5385	Grp 3 11.2667	.019* Grp 2 12.4571 Grp 1 14.1053
	Subset 2	Grp 2 13.3429	Grp 1 14.6579			Grp 2 12.4571	
SURVIVAL F Prob	Subset 1	Grp 1 4.2105	.004** Grp 2 5.7714	Grp 1 -1.6923	.205 Grp 3 .0635	Grp 2 5.6857	.057 Grp 1 5.9474 Grp 3 8.0000
	Subset 2	Grp 2 5.7714	Grp 3 8.0678			Grp 1 5.9474	

the other two groups. "Individualism," "order" and "pleasure" were, for example, values ranked significantly higher by psychology 101 D students than students from the other two groups.

There was, then, a statistically significant difference between groups on a number of pretest values. As a summary, Global Survival students tended to rank higher social values on both the terminal and global scales than did students from the other two groups. Another statistical pattern seemed to exist on the global scale, because the students in psychology 101 D tended to rank personal values significantly higher than Global Survival and Cashin Dormitory students. In general, on the pretest, group comparisons indicated that Global Survival students ranked social values higher than psychology 101 D and Cashin Dormitory students; psychology 101 D students generally ranked personal values higher than students from the other two groups, and the value rankings of the Cashin Dormitory students tended to fall between the extremes of the Global Survival and psychology 101 D students.

#### By Other Variables

The choice of Global Survival, psychology 101 D, and Cashin Dormitory, as the appropriate groups to study first year student value formation, was quite arbitrary, therefore, other variables were also examined. These other variables included sex, race, self-reported highschool grade point averages, high school size, the type of high school attended, political preference, and religious preference. Value formation was also analyzed in relation to the students' evaluations of the first administration of the Value Survey. The effect of these variables will be



mentioned only briefly here, but complete tables can be found in Appendix F.

Eleven statistically significant differences were found in pretest value preferences by sex (ANOVA). These values included "a comfortable life," "inner harmony" (.001), "forgiving" (.001), "helpful" (.001), "authority" (.01), "cultural pluralism", "democratic ideals", "moral responsibility", "racial equality", "sexual equality" (.01), and "social justice".<sup>8</sup> In general, women valued social values more than men. (Refer to Appendix F.)

Two values were significantly different by race (ANOVA). "Courageous" was valued more by white students than non-white students. "Logical" was valued more by white students than non-white students. Both were significant to the .05 level.

Self-reported high school grades had a relationship to pretest value preferences. There was a trend for those with lower grade point averages (below 2.50) to value "broadminded," "true friendship," "inner harmony," "self-respect" and "ambitious" less than those with higher high school grade point averages. "Authority" was preferred more by those with lower grade point averages than by their counterparts with higher grade point averages. Those values showing statistical significance on the basis of high school grade point average were "an exciting life," "inner harmony," "self-respect," "true friendship," ambitious," "broadminded," "independent," "Obedient," "authority (.01)," and "ecological balance" (see Appendix F).

Some statistically significant differences in pretest value preferences were also found on the basis of religious preference. The only pattern which emerged was the Jewish students' higher preference for "social

recognition" than non-Jewish students on both the terminal and global scales. "Salvation," a value which may be considered religious, was valued most by Roman Catholic students and least by Jewish students—an interesting point since one group (in religious preference) included atheists, agnostics and those expressing eastern religious preferences. Those pretest values which discriminated significantly (.05) on the basis of religion were "a world of beauty" (.01), "equality", "pleasure", "salvation", "social recognition" (terminal scale) (.001), "honest", "imaginative" (.01), "ecological balance", "international cooperation", "racial equality", and "social recognition" (global scale) (ANOVA).

Political preference was also related to pretest value preferences. Political preference was asked as part of the personal data section of the Value Survey, and on the basis of these categories, five values differed significantly across the categories (ANOVA). These values included "a world of beauty", "capable", "honest", "authority", and "cultural pluralism". Significant differences between at least two of the categories existed for the values of "broadminded", "polite", and "sexual equality". Appendix F provides complete comparison data by political preference.

High school size and the type of high school attended also produced statistically significant differences on a number of pretest values. Across all the categories of high school size, "a sense of accomplishment", and "individualism" varied significantly. Significant differences between at least two of the groups formed by high school size existed within the values of "social recognition" and "helpful" (ANOVA).

Students attending private religious high schools valued "salvation" and "cultural pluralism" more than students attending public or private non-religious high schools. Students graduating from public high schools, on the other hand, valued "a comfortable life", "an exciting life", and "social recognition" significantly more than the other two groups. Appendix F provides complete data comparisons by high school size and high school type. It also shows the pretest differences on the basis of student feelings toward the Value Survey.

In summary, statistically significant pretest differences existed for a number of values based on the variables of high school grade point average, sex, religious preference, political preference, race, high school size, and high school type. Comparisons by group produced the largest number of significant differences (23) while race produced the fewest significant differences (2). Some values showed significant pretest differences on the basis of three or more variables. "A comfortable life", for example, differed significantly on the basis of group, sex, the type of high school attended and by the students' feelings toward the Value Survey. "Social recognition", as a terminal value, varied significantly on the basis of group, religious preference, high school size and high school type. "Cultural pluralism" differed significantly on the basis of group, sex, political preference and high school type. Although the student subjects appeared relatively homogeneous across the three groups (sex being the only significant difference), there were variables other than group differentiations which related to differences in pretest value preferences. Some interesting observations occur by following these

pretest differences through mean changes during the semester and the significant differences which existed on post-test value preferences.

### Value Changes

#### By Group

With only three values did value changes occur with significant differences across groups during the research period (ANOVA): the terminal value of "self-respect" ( $p < .01$ ) and "pleasure" on both the global scale ( $p < .01$ ) and the terminal scale ( $p < .05$ ). The Global Survival students ranked each of these values higher on the post-test than the pretest; both the students of psychology 101 D and Cashin Dormitory ranked "self-respect" and "pleasure" on the global scale lower on the post-test than on the pretest. In both cases, too, significant differences existed between the mean changes of Cashin Dormitory students and the students of Global Survival. On the terminal scale, the mean changes of "pleasure" for Global Survival students and Cashin Dormitory students were positive. The mean change of psychology 101 D students for the value of "pleasure" on the terminal scale was negative. A significant difference existed between the Global Survival students' mean change for "pleasure" on the terminal scale and the mean change for psychology 101 D students. More information can be found in table V.

There were significant differences in the way groups changed with one other value. "True friendship" reflected a significant difference ( $p < .05$ ) between the mean changes of the psychology 101 D students and both the Cashin Dormitory and Global Survival students. A significant



difference ( $p < .05$ ) also existed between the mean changes of the students of Cashin Dormitory and those of Global Survival for the value of "true friendship" (refer to table V).

Value change compared by group occurred differently for almost every value, but statistically significant changes (to at least the level of  $p < .05$ ) occurred only in four cases. Those values were "true friendship", "self-respect", and "pleasure" on both the terminal and global scales.

### Other Variables

On the basis of other variables identified through the Value Survey, some significant differences appeared in the way value change occurred. Those variables included sex, race, political preference, religious preference, the type of high school attended, the size of high school attended and high school grades. Each of these variables are summarized in table form in Appendix F.

A significant difference ( $p < .05$ ) existed between the value change which occurred for men and women for the value of "inner harmony". Men came to value "inner harmony" more through the semester; women valued it less.

The only meaningful comparisons by race can be made between white and black students. On the basis of race, five values showed significant differences in value change. These values included "a world of beauty", "freedom", "imaginative", "loving", and "self-controlled." White students decreased their preference for "a world of beauty" while black students' preference for the same value significantly increased. An analysis of



variance across racial groups showed a significant difference ( $p < .05$ ) in value changes relating to "a world of beauty".

The mean change of black students for the value of "freedom" was over five points, that is, black students' preference for the value of "freedom" increased significantly. Analysis of variance across racial groups for the value of "freedom" produced a significant difference in value change ( $p < .05$ ).

White students' preference for the value of "imaginative" decreased while the black students' rankings of "imaginative" increased. The difference in mean changes for the value of "imaginative" was significant ( $p < .05$ ) across racial groups.

The difference in value changes for "loving" by race was significant to the .01 level (ANOVA). "Loving" slightly increased in value for white students but decreased significantly for black students.

Finally, on the basis of race, value changes which occurred for "self-controlled" were significant ( $p < .05$ ). As a value, "self-controlled" was preferred less by both black and white students, but significantly less by black students.

Political preference was the basis of the largest number of significantly different value changes. Analysis of variance across political preference groups produced four significantly different value changes ( $p < .05$ ): "clean", "helpful", "independent", and "loving". Significant differences in value changes also existed on the basis of political preference between at least two groups for the values of "mature love", "capable", "imaginative", "corporate accountability", "ecological balance",

and "survival". No clear pattern emerged where one political persuasion tended to change one way and another political persuasion another way.

Religious preference was also the basis for some differences in value changes. Across religious groups (ANOVA), "loving" and "pleasure" on the global scale varied significantly ( $p < .05$ ). "Family security" and "obedient" also showed change occurring differently between at least two groups on the basis of religious preference.

A significant difference in value change on the basis of the type of high school attended occurred for three values. Analysis of variance across groups formed on the basis of the type of high school attended was significant ( $p < .05$ ) for "a comfortable life" and "self-controlled". Significant differences in value changes existed between at least two groups for the value "independent". "Independent" increased in value for all groups except those students who attended private religious high schools. "A comfortable life" became more important for all students except those who attended public high schools. "Self-controlled" became more important only to those students who attended private religious high schools.

Self-reported high school grades were important predictors of change for the values of "obedient", "responsible", "self-controlled", and "moral responsibility" ( $p < .05$ ). The preference for "obedient" and "self-controlled" increased for those students reporting higher high school grade point averages and decreased for those students reporting lower averages. The trend reversed for "responsible" which became less important to those students reporting higher grade point averages and increased in importance for those reporting lower high school averages. No pattern emerged for the value change which occurred for "moral responsibility".

On the basis of the size of high school attended, only "loving" varied significantly across groups ( $p < .05$ ). Significant differences did, though, exist between at least two groups relating to the value changes for "individualism", "ambitious", "an exciting life", and "a comfortable life". A significant difference appeared for the value "mature love", but low numbers made the difference less meaningful. Attendance at smaller high schools seemed to be related to an increased preference for "a comfortable life" and "an exciting life", otherwise no consistent patterns emerged.

In summary, whether a student participated in Global Survival, psychology 101 D or lived in Cashin Dormitory was not the only predictor of value change. "A comfortable life", for example, could best be understood on the basis of the size and type of high school the student attended. Preferential changes for the value of "inner harmony" could have best been predicted on the basis of sex. Each value change could best be understood on the basis of one or more of those variables identified by the Value Survey. The groups which were arbitrarily chosen for this research (Cashin, psychology 101 D, and Global Survival) related most closely to value changes in "pleasure" on the terminal scale, "self-respect", "true friendship", and "pleasure" on the global scale. Again, Appendix F provides more complete information on value change.

#### Post-test Differences

##### By Group

The number of significant differences between two or more of the groups (e.g., Global Survival, Cashin Dormitory and psychology 101 D)

decreased by five from pretest to post-test. There were twenty-three out of fifty-three values showing significant differences between at least two groups on the pretest; there were eighteen on the post-test. The values showing significant differences by group on the post-test were not identical to those values showing significant differences by group on the pretest. Some new differences appeared, some disappeared, and some distinguishing value preferences by group remained constant.

Those values producing significant differences across all three groups (ANOVA) on the post-test included "a comfortable life" ( $p < .001$ ), "a world at peace" ( $p < .01$ ), "a world of beauty" ( $p < .001$ ), "imaginative" ( $p < .05$ ), "obedient" ( $p < .05$ ), "polite" ( $p < .05$ ), "authority" ( $p < .05$ ), "cultural pluralism" ( $p < .001$ ), "democratic ideals" ( $p < .01$ ), "ecological balance" ( $p < .001$ ), "economic justice" ( $p < .01$ ), "individualism" ( $p < .05$ ), "international cooperation" ( $p < .05$ ), "order" ( $p < .01$ ), and "social recognition" ( $p < .05$ ). Significant differences to the .05 level existed between at least two of the groups for the values of "equality", "family security", and "survival".

Some striking comparisons can be made with post-test results. Those values ranked higher by Global Survival students included only terminal-social, instrumental-competence, and global-social values. For all the values except "ecological balance", there existed a significant ( $p < .05$ ) difference between Global Survival and psychology 101 D and between Global Survival and Cashin Dormitory. Those values ranked highest by students in Cashin Dormitory were in the terminal-personal, instrumental-moral, and global-personal categories. For the students in the psychology 101 D



class, the five values ranked highest were in the terminal-personal, and global-personal categories. (Refer to table V for greater detail).

#### By Other Variables

As with pretest and value change results, some post-test differences could also be attributed to other variables than group. The other variables providing the basis for analysis of variance on post-test scores included sex, race, political preference, religious preference, the type of high school attended, the size of high school attended, and self-reported high school grade-point averages. Appendix F includes the complete listing of mean scores on the basis of each variable.

More significant differences appeared in the post-test results on the basis of sex than had appeared on the pretest results. On post-test scores, men ranked higher than women (using only those values showing significant differences) "a comfortable life", "clean", "independent", "authority", and "democratic ideals". Women, on the other hand, ranked significantly higher the values of "equality", "inner harmony", "self-respect", "honest", and "loving" did not appear as pretest differences. Those values which did appear as significant pretest differences but not on post-test results included "forgiving" (valued higher by women), "helpful" (valued higher by women), "cultural pluralism" (valued higher by men), and "moral responsibility" (valued higher by women). Note, too, that "sexual equality" became more important to both men and women while "racial equality" became less important to both. "Equality" and "social justice" became less important to men and more important to women. However, "moral responsibility" increased in importance for men and decreased



in importance for women. There seemed to be no general pattern of valuing on the basis of sex and post-test scores. Women, generally, though tended to be more concerned with social values (i.e. "equality", "racial equality", "sexual equality"), than did men.

Race could be attributed to only two significant differences on post-test scores. Black students valued "cultural pluralism" significantly more than white students ( $p < .05$ ). White students, though, valued "democratic ideals" significantly more than black students ( $p < .05$ ). The pretest differences that existed for "courageous" and "logical" disappeared on the post-test results.

Five values differed significantly ( $p < .05$ ) across groups on the post-test results using political preference as a variable. Those values were "happiness", "obedient", "democratic ideals", "order", and "pleasure" on the global scale. "Happiness" was valued higher by republicans and conservatives than other groups. "Obedient" was valued higher by moderates and conservatives than other political groups. "Democratic ideals" was valued higher by socialists, moderates, and liberals than by other groups. "Order" was ranked highest by those students considering themselves democrats or conservatives. A significant difference ( $p < .05$ ) existed between the way republicans ranked the value of "pleasure" on the global scale and the rank of other groups. Republicans ranked "pleasure" the highest of any political preference group.

A number of values using post-test results discriminated significantly on the basis of religious preference. Differing significantly across groups (ANOVA) were "a world of beauty", "equality", "salvation", "social

recognition" ( $p < .01$ ), "responsible" ( $p < .001$ ), "ecological balance" ( $p < .01$ ), and "racial equality". The values differing significantly ( $p < .05$ ) between at least two of the groups included "inner harmony", "courageous", "democratic ideals", "individualism", and "order". A significant pattern seemed to emerge as those students falling into the "other" category tended to rank social values higher than other groups, i.e. "a world of beauty", "equality", "democratic ideals", and "racial equality". Those values ranked highest by Jewish students were "social recognition", "order", and "courage". "Ecological balance" was ranked highest by protestant students, lowest by Jewish students. Roman Catholic students ranked highest the values of "inner harmony", "responsible", and "individualism".

Only one post-test value varied significantly across groups based on high school type -- "social recognition" on the terminal scale ( $p < .05$ ). "Social recognition" was ranked highest by students who attended public high schools and lowest by students who attended private religious high schools. Three values varied significantly between at least two of the groups formed by high school type: "freedom", "independent", and "responsible". "Freedom" was ranked highest by students who attended private religious high schools and lowest by students who attended private non-religious high schools. "Independent" was valued least by students who attended private religious high schools and most by public high school students. "Responsible" was ranked highest by students who attended private religious high schools and lowest by those attending private non-religious high schools.

Two post-test values differed significantly ( $p < .05$ ) across all groups formed on the basis of self-reported high school grades: "an exciting life", and "equality". "Equality" showed a clear pattern. Students with the highest high school grade point averages ranked "equality" highest while students with the lowest high school grade point averages ranked "equality" lowest. Three other values varied significantly between at least two of the groups based on high school grades. These values included "true friendship", "clean", and "sexual equality".

Only one post-test value varied significantly ( $p < .05$ ) across groups formed on the basis of the size of high school attended. No clear pattern emerged for the value of "social recognition". "Ambitious", "imaginative", and "loving" produced differences ( $p < .05$ ) between at least two groups.

A number of significant differences appeared on post-test results by group (e.g., Global Survival, Cashin Dormitory, and psychology 101 D) and other variables. Each value difference seemed to be attributable to different variable(s). Complete results are summarized in Appendix F.<sup>9</sup> Table VI summarizes the significant differences by value on pretest, value change, and post-test results.

#### Within Group Value Changes

To this point, the instrument data has been reported only as group comparisons. Value change within groups is now the focus.

T-tests for statistical significance were performed on each value ( $N=53$ ) across all subjects, and within each group (e.g., Global Survival, psychology 101 D, and Cashin Dormitory). Using all subjects (without group









Table VI (continued)

	Pretest								Mean Changes								Post-test									
Order																										
Pleasure	x	x																x	x							
Racial Equality																										
Sexual Equality																										
Social Justice																										
Social Recognition																										
Survival																										
Totals	23	20	11	12	8	4	7	9	4	4	1	4	6	11	6	3	6	18	51	31	2	5	4	4	9	

distinctions), five values changed significantly ( $p < .05$ ) from pretest to post-test. Those values included "a world of beauty", "independent" ( $p < .001$ ), "logical" ( $p < .01$ ), "individualism", and "sexual equality". Only "a world of beauty" became less important for the students; "independent", "logical", "individualism", and "sexual equality" significantly increased in importance. Table VII summarizes the T-test data.

Examining significant value changes as a result of groups produced different results than examining all students together. Within Global Survival, six values changed significantly, four within the Cashin Dormitory group, and only one within psychology 101 D.

The significant value changes for Global Survival students were "a world of beauty", "pleasure" on the terminal scale ( $p < .001$ ), "self-respect", "independent" ( $p < .01$ ), "pleasure" on the global scale ( $p < .01$ ) and "survival". "A world of beauty" and "survival" decreased in value; "pleasure" on both the terminal and global scales, "self-respect", and "independent" increased in value.

The four significant value changes which occurred within the Cashin Dorm group were "freedom", "mature love", "true friendship" ( $p < .001$ ), and "independent". "Freedom" and "independent" significantly increased in importance; "mature love" and "true friendship" decreased in value.

Only "logical" ( $p < .01$ ) changed significantly within the psychology 101 D class. The direction of change was positive.

Comparison of t-test data, then, shows only the value of "independent" being affected significantly by more than one group. Psychology 101 D seemingly had the smallest impact on value change of its students; Global Survival had the greatest impact.

Table VII

## T-Test Results

## Without Group Distinctions

- (1) A World of Beauty\*
- (2) Independent\*\*\*
- (3) Logical\*\*
- (4) Individualism\*
- (5) Sexual Equality\*

## Within Groups

Global Survival

- (1) A World of Beauty\*
- (2) Pleasure\*\*\*
- (3) Self-Respect\*
- (4) Independent\*\*
- (5) Pleasure\*\*  
(on the global scale)
- (6) Survival\*

\* Significant to the .05 level

\*\* Significant to the .01 level

\*\*\* Significant to the .0001 level

Cashin Dorm

- (1) Freedom\*
- (2) Mature Love\*
- (3) True Friendship\*\*\*
- (4) Independent\*

Psychology 101 D

- (1) Logical\*\*

## Student Opinions

Section III of the pretest Value Survey sought student opinions concerning the nature of values and value change. Table VIII summarizes the results of this section for each of the three groups—Global Survival, psychology 101D, and Cashin Dorm. Appendix F contains a summary of the relationship of the students' feelings toward the Value Survey and value differences.

Student responses to the relative stability of their values over time were positive, but not overwhelmingly positive. Cashin Dorm students were more certain than others that values were relatively stable over time; psychology 101 D students were least certain.

Global Survival students were quite certain at least in most cases, that their values had been freely chosen from a number of alternatives. As a whole, a majority of students believed their values to be freely chosen.

There was not a clear understanding among students of whether their values had been chosen with an understanding of the consequences of each alternative. Many students answered "sometimes"; most responded "yes".

An overwhelming majority (87.45%) of the students believed it was possible to value subconsciously. Nobody responded in the "no" category. The "no" category was also blank as students suggested that values did act as guides in decision-making, and as guides in choosing actions.

A large majority of the students responded that they had experienced conflicts between their personal values and expectations from other persons. Only 2.11% responded that they had not experienced such conflict.

Table VIII

Student Opinions

	YES	NO	SOMETIMES	NOT SURE	
Do you view values as relatively stable (unchanging) over time?					(N=140)
G.S.	14	11	19	1	
PSYCH	13	16	20	3	
CASHIN	23	5	15	0	
	50	32	54	4	
	(35.71%)*	(22.86%)	(38.57%)	(2.86%)	
Have you chosen your values (throughout life) freely from a number of alternatives?					(N=139)
G.S.	31	1	10	3	
PSYCH	32	6	11	3	
CASHIN	24	4	13	1	
	87	11	34	7	
	(62.59%)	(7.91%)	(24.46%)	(5.04%)	
Have you chosen your values with an understanding of the consequences of each alternative?					(N=142)
G.S.	13	1	26	5	
PSYCH	28	7	13	5	
CASHIN	27	3	12	2	
	68	11	51	12	
	(47.89%)	(7.75%)	(35.92%)	(8.45%)	
Is it possible to have a value subconsciously?					(N=143)
G.S.	38	0	5	2	
PSYCH	47	0	2	4	
CASHIN	38	0	1	4	
	125	0	8	10	
	(87.41%)*		(5.59%)	(6.99%)	

\*Percentage of those responding



Table VIII  
(continued)

			Do your values act as guides in making decisions?			
			YES	NO	SOMETIMES	NOT SURE
	G.S.		43	0	7	0
	PSYCH		39	0	11	0
	CASHIN		33	0	9	0
		(N=142)				
			115 (80.99%)	0	27 (19.01%)	0
	G.S.		36	0	7	3
	PSYCH		38	0	7	3
	CASHIN		31	0	12	0
		(N=141)				
			105 (74.47%)	0	26 (21.28%)	6 (4.26%)
	G.S.		31	1	11	2
	PSYCH		38	2	14	0
	CASHIN		31	0	12	0
		(N=142)				
			100 (70.42%)	3 (2.11%)	37 (26.06%)	2 (1.41%)
	G.S.		9	11	20	4
	PSYCH		10	16	25	2
	CASHIN		9	15	18	1
		(N=140)				
			28 (20%)	42 (30%)	63 (45%)	7 (5%)

Table VIII  
(continued)

Do you feel this instrument is a good indication of your personal values?	G.S. PSYCH CASHIN				(N=133)
		YES	NO	MAYBE	
		19	21	3	
		16	24	10	
		18	18	4	
		53	63	17	
		(39.85%)	(47.37%)	(12.78%)	
				PERHAPS	
Do you anticipate your values will change any while you attend UMASS?	G.S. PSYCH CASHIN	37	6	2	
		42	10	1	
		27	11	3	
		106	27	6	
		(76.26%)	(19.42%)	(4.32%)	(N=139)
If you are a Global Survival student, do you expect the Global Survival Freshman Year Program to have an affect on your values?	G.S.	35	3	4	
		(83.33%)	(7.14%)	(9.52%)	
					(N=42)

There was considerable doubt displayed by the students that people generally acted consistently with their values. Thirty percent responded that they did not believe people acted consistently with their values, 20% responded "yes", and 45% responded in the "sometimes" category.

The instrument (Value Survey) did not receive high acclaim as a good indicator of the students' personal values. A slight majority of students felt it was not a good indication of their values. This response could be attributed, in part, to the forced choice nature and limited field of possible responses on the instrument. A number of students also responded in the "maybe" category.

Value change was anticipated by the students. Only 19.45% of the students believed their values would not change while at the University of Massachusetts. Cashin Dorm had the lowest percentage of students anticipating value change. Nearly all Global Survival students believed the program would have an impact on their values. Listed most frequently as the potentially greatest influences on values were peers, faculty, and courses.

In summary, students generally saw their values open to change and anticipated value change through their experience at the University of Massachusetts. Conflicts between expectations and personal values leading to inconsistencies between values and behavior may be viewed by students as a major source of value change. It is clear also that students view some values, although basic to behavior and decision-making, as subconscious in nature. The relative stability of values is not as important a notion to students as is value change. This is exemplified by the many

students who offered comments like "My values change like the wind," or "If you were to give me this instrument tomorrow, the results may be totally different". Hence, here is an inherent distrust of an instrument that intends to capture a person's relative value preferences at a particular point in time.

### Interview Data

The significance of the interview data depends, in part, on the similarities between the group of students interviewed and those students not interviewed. The significance of the data increases as the value differences decrease. Table IX represents all of the differences that existed: pretest, mean changes, and post-test. Statistically significant differences ( $p < .05$ ) existed for only the values of "an exciting life" and "survival" on the pretest. This is an indication that the differences between those interviewed and those not interviewed were small, therefore, the interview data should have relatively high validity.

Each person interviewed was unique in his reporting of significant past experiences and perceived expectations of the university experience. The following is a summary, in a very general way, of the interview data.

### Global Survival Students

Global Survival students considered themselves liberal on social issues. For most, the attraction to the program initially, was its potential for social action. In fact, many of the students who were interviewed from Global Survival were critical of that program because they had not yet been given opportunities for social action.

Table IX

## Analysis of Variance by Interview

(Includes only those values showing significant changes)

\*=Significant to .05 level

\*\*=Significant to .01 level

\*\*\*=Significant to .001 level

Grp 1= Randoms (N=102)  
Grp 2= Interviewee (N=36)

VALUES		PRETEST		MEAN CHANGES		POST-TEST
A COMFORTABLE LIFE	F Prob					
	Subset 1	1 10.9109	.094 2 12.5833 <sup>1</sup>	2 -.0556	.621 1 .3824	1 10.5248 2 12.6389
AN EXCITING LIFE	F Prob					
	Subset 1	2 8.1667	.014* 1 10.3366	2 -1.9167 1 .7549	.001***	1 9.5743 2 10.0833
FREEDOM	F Prob					
	Subset 1	2 6.4722	.544 1 6.9307	1 -.2941 2 1.5278	.036*	2 4.9444 1 7.2277
MATURE LOVE	F Prob					
	Subset 1	2 6.9143	.138 1 8.1188	2 -2.0278 1 -.1373	.017*	1 8.2574 2 9.0000
TRUE FRIENDSHIP	F Prob					
	Subset 1	2 5.8333	.417 1 6.4455	2 -1.2778 1 .4412	.021*	1 6.0000 2 7.1111



Table IX  
(continued)

VALUES		PRETEST		MEAN CHANGES		POST-TEST	
SOCIAL JUSTICE	Subset 1	F Prob	1 6.7938	2 7.5833	1 .015* -1.9314 2 .9722	2 6.6111	1 .140 7.7732
	Subset 2						
SURVIVAL	Subset 1	F Prob	2 4.6667	.039*	2 .043* -1.9444 1 .1078	2 6.6111	1 .805 6.8646
	Subset 2		1 6.9792				

<sup>1</sup>Represented are the group means. Significant differences to the .05 level (Duncan's Multi Range) exist between those groups listed in Subset 2 with groups directly verticle or to the left of them in Subset 1. The stars represent across group variance (ANOVA) to the significance level of .05. Homogeneous subsets are subsets of groups, no pair of which has means that differ by more than the shortest significant range for a subset of that size. The ranges for the .05 level in Duncan's procedure are 2.80 and 2.95.

Only two Global Survival students indicated that their parents were the most influential in value formation. Both of these students considered their parents' ability to listen as their most important attribute. Teachers were never mentioned as the most important influence. Most of the major influences were sisters and brothers who had encouraged examination of values other than those of parents and teachers. One person identified a "radical nun" as her most important influence.

The Global Survival students preferred teachers who showed genuine interest and concern for students as individuals. As one woman student pointed out, "In Global Survival, I feel the teachers are people". Her feelings were reiterated by many of the students. Student-teacher interaction was often stated as the most positive aspect of the Global Survival Freshman Year Program.

Unique to the students in Global Survival was their characteristic of searching for something different. The Global Survival Freshman Year Program was seen as different and therefore initially attractive. The interviews also indicated, though, that such a high level of dissatisfaction and searching may have caused dissatisfaction even in this alternative program.

As chapter two outlined, value categories were assigned to each of the students interviewed. Table X summarizes pretest, post-test and interview categories for Global Survival students. The correlations of the data will be examined later, but an interesting point to note is that ten of the thirteen students interviewed (76.92%) saw the university more concerned with competency related values rather than moral values on the instrumental scale. Also, eleven of the thirteen students interviewed (81.62%) saw the

# Value Categories for Global Survival Students

IC=Instrumental Competence  
GP=Global Personal  
GS=Global Social

MALES				FEMALES			
Pretest Categories	Past Experience: Interview Categories	Perceptions: Interview Categories	Post-test Categories	Pretest Categories	Past Experience: Interview Categories	Perceptions: Interview Categories	Post-test Categories
TP IC GS	TP IC GS	TP IC GS	TP IC GS	TP IC GP	TP IC GP	TP IM GS	TP IM GS
TP IC GP	TP IC GP	TP IC GP	TS IC GS	TS IM GS	TS IM GS	TP IC GS	TP IM GS
TP IM GP	TP IM GP	TP IC GS	TP IC GS	TS IM GS	TS IM GS	TP IC GS	TP IM GS
TP IC GS	TP IC GS	TP IC GS	TP IC GS	TP IM GS	TP IM GS	TP IC GP	TP IC GP
TS IM GS	TS IM GS	TS IM GP	TS IM GS	TP IM GS	TP IC GS	TP IM GS	TP IM GS
TP IM GS	TP IM GS	TP IC GP	TP IC GP	TP IC GP	TP IC GP	TP IC GS	TP IC GS
TP IM GS	TP IM GS	TS IC GP	TS IC GS				

university more concerned with values in the social category rather than the personal category on the global scale.

#### Cashin Dormitory Students

The major differences between Cashin Dorm and Global Survival students were two: (1) Cashin Dorm students were searching inwardly while Global Survival students were searching for something external to themselves; and (2) parents and teachers had a more positive influence on Cashin Dorm students than on Global Survival students.

The "searching" tendency of Cashin Dorm students was as evident as with Global Survival students, but in a quite different way. Self-sufficiency, security and confidence were the characteristics of the search of Cashin Dorm students. One man from Cashin, for example, had suffered a scarred face from a benign tumor. The necessity for regaining or developing confidence for him were exemplary of Cashin Dorm students in general.

Family life, parents, and teachers were cited considerably more by Cashin Dorm students than by Global Survival students as having a significant influence on their value formation. One Cashin Dorm student reported that:

Two psychology teachers had a significant impact on my values in high school. One was conservative and one was wild. These teachers had faith in me. They saw me as a person with potential, not only as a student.

A summary of the value categories for Cashin Dormitory students on the pretest, interview, and post-test appears in Table XI. Contrary to Global Survival students, value changes of Cashin Dorm students were less

Table XI

Value Categories for Cashin Dormitory Students

IC=Instrumental Competence  
GP=Global Personal  
GS=Global Social

TP=Terminal Personal  
TS=Terminal Social  
IM=Instrumental Moral

MALES					FEMALES				
Pretest Categories	Past Experience: Interview Categories	Perceptions: Interview Categories	Post-test Categories	Pretest Categories	Past Experience: Interview Categories	Perceptions: Interview Categories	Post-test Categories		
TP IM GS	TP IM GS	TP IC GS	TP IM GS	TP IM GS	TP IM GS	TP IC GS	TP IC GP	TP IC GP	TP IC GP
TP IC GP	TP IC GP	TP IC GP	TS IM GS	TP IM GS	TP IM GP	TP IC GS	TS IM GS	TP IC GS	TS IM GS
TS IM GS	TS IM GS	TP IM GP	TS IM GS	TP IM GS	TP IM GS	TP IC GP	TP IM GP	TP IC GP	TP IM GP
TP IC GP	TP IC GP	TP IC GP	TP IM GP	TP IM GS	TP IM GS	TP IC GP	TP IM GS	TP IC GP	TP IM GS
TP IM GS	TP IC GS	TP IM GS	TS IM GS	TP IM GS	TP IM GS	TP IM GS	TS IM GS	TP IM GS	TS IM GS
TS IM GS	TS IM GS	TS IM GS	TS IC GS	TP IM GP	TP IM GP	TP IM GP	TS IM GS	TP IM GP	TP IM GS



predictable than value changes of Global Survival students. There was also a sizeable difference in the way Cashin Dorm students perceived the University of Massachusetts encouraging values in the instrumental category from the way Global Survival students responded on the same scale. Five out of twelve students (41.67%) from Cashin saw the university as encouraging instrumental moral values, while only 23.08% of the Global Survival students saw the university encouraging instrumental moral values more than instrumental competence values. Also, one half of the Cashin Dorm students perceived the university as being more concerned with personal values on the global scale over social values. This compares to only 13.39% of the Global Survival students.

#### Psychology 101 D

In many ways students interviewed from the psychology 101 D class were more like the Cashin Dormitory students than like Global Survival students. There were three issues which stood out from the interviews with psychology 101 D students: an expressed need for developing independence and autonomy; their positive comments concerning the style of teaching in psychology 101 D; a relatively frequent observation about the non-academic character of students at the University of Massachusetts.

The psychology 101 D class appealed to most of the students interviewed because it offered an opportunity to develop a sense of self-confidence. The primary goal of one student, for example, was "to gain a better understanding of self and life". Other comments were similar, with the addition of an expressed need to develop career goals.

There was an interesting comparison between comments made by Global Survival students interviewed and comments made by students interviewed from psychology 101 D. Almost universally, students said they preferred smaller classes or classes which encouraged interaction with the instructor and/or other students. Both Global Survival seminars and psychology 101 D classes were designed to encourage interaction. Seldom did Global Survival students comment on the style of teaching; their concern was more with content. Psychology 101 D students, on the other hand, unanimously praised the style of teaching used by the teaching staff. Many students claimed psychology 101 D was their "most interesting" or "best" class. As one student evaluated the teaching methods in psychology 101 D, "It's nice to have a class that isn't your typical lecture".

Psychology 101 D students, in general, were not impressed by the academic quality of the student body at the University of Massachusetts. Commenting on his fellow students, one person said "It seems more like a high school; they don't seem that serious about a lot of things".

Table XII summarizes the value categories assigned students of psychology 101 D on the pretest, post-test and interview. On the instrumental scale, psychology 101 D students perceived the university environment as encouraging values of competence more than moral values (90.91%), a result similar to that of Global Survival students. The correlation between perception and post-test results for psychology 101 D students was also more similar to that of Global Survival students than that of Cashin Dorm students. On the global scale for psychology 101 D students, correlations between perception and post-test results were low, and value categories were mixed.

Table XII

Value Categories for Psychology 101 D Students

IC=Instrumental Competence  
GP=Global Personal  
GS=Global Social

TP=Terminal Personal  
TS=Terminal Social  
IM=Instrumental Moral

MALES					FEMALES				
Pretest Categories	Past Experience: Interview Categories	Perceptions: Interview Categories	Post-test Categories	Pretest Categories	Past Experience: Interview Categories	Perceptions: Interview Categories	Post-test Categories		
TP IM GP	TP IM GP	TP IC GP	TP IC GP	TP IC GP	TP IC GP	TP IC GP	TP IC GP	TP IC GP	TP IC GP
TP IM GS	TP IM GP	TP IC GS	TP IC GP	TS IM GS	TS IM GS	TP IC GS	TS IC GS	TS IC GS	TS IC GS
TP IM GS	TP IM GP	TP IM GP	TP IM GP	TP IM GS	TP IM GP	TP IC GS	TP IM GS	TP IM GS	TP IM GS
TP IM GP	TP IM GP	TP IC GP	TP IC GS	TP IM GP	TP IC GP	TP IC GP	TP IC GP	TP IC GP	TP IC GP
TP IC GP	TP IC GP	TP IC GS	TP IC GP	TP IM GP	TP IM GP	TP IC GP	TP IM GP	TP IC GP	TP IC GS
TP IC GP	TP IC GP	TP IC GS	TP IC GP						

### Correlation of Interview Data and Test Data

Pearson's  $r$  test was used to determine the correlation of interview data and test data. The value categories assigned each student following an interview relating to significant past experiences were matched with pretest categories, and value categories assigned from each student interview on perceived expectations were matched with post-test data. Table XIII provides a summary of the correlation coefficients.

The largest number of statistically significant findings were with the students in the Global Survival Freshman Year Program. Students in Global Survival identified value orientations of significant persons and events from their past which were significantly correlated with their own value categories on the pretest of the Value Survey ( $p < .001$ ). This was true on all three scales: terminal, instrumental, and global. Only on the global scale was the correlation between perceived behavioral expectations and post-test value categories not significant for Global Survival students. Significance was found between post-test value categories and value categories assigned on the basis of perceived behavioral expectations on both the terminal scale ( $p < .001$ ) and the instrumental scale ( $p < .01$ ).<sup>10</sup>

The fewest significant correlations were found in the Cashin Dormitory group. No significant correlations existed on any of the three scales on the basis of post-test value categories and value categories from perceived behavioral expectations. Significant correlations appeared on all three scales between pretest value categories and past experiences.

The results of the psychology 101 D students fell between those of Global Survival and Cashin Dormitory students. Between past experiences

Table XIII

Summary of Correlation Coefficients  
(Pearson's  $r$  Test)

	Global Survival N=13	Psychology 101 D N=11	Cashin Dorm N=12
	A <sup>+</sup> B <sup>++</sup>	A B	A B
Terminal Values	1.00*** 1.00***	1.00*** .671*	1.00*** .302 (NS)
Instrumental Values	.854*** .693**	.671* .671*	.775** -.076 (NS)
Global Values	1.00*** .539 (NS)	.418 (NS) .060 (NS)	.775** .128 (NS)

+=Correlation between past experiences and pre-test values  
 ++=Correlation between perceived behavioral expectations and post-test values  
 \*=Significant to .05 level  
 \*\*=Significant to .01 level  
 \*\*\*=Significant to .001 level  
 (NS)=Not significant



and pretest value categories statistical significance was found on the terminal ( $p < .001$ ) and the instrumental scales ( $p < .05$ ). Significant results ( $p < .05$ ) also appeared on both the terminal and instrumental scales correlating post-test value categories and perceived behavioral expectations. A significant correlation was not found on the global scale for past experiences nor perceived expectations.

On the whole, then, fewer significant correlations occurred between post-test value categories and perceived behavioral expectations than between pretest value categories and past experiences. The significant levels for the correlations between past experiences and pretest value categories were high; only the global scale of the psychology 101 D group showed no significance. As a group, Global Survival students had the greatest number of significant correlations; the Cashin Dormitory students had the fewest. The terminal and instrumental scales showed more statistically significant correlations than did the global scale.

### Summary

The three groups of students chosen for research were relatively homogeneous in terms of race, religious preference, political preference, high school grade point average, the type of high school attended, and the size of high school attended. Composition of the groups by sex was the only statistically significant difference ( $p < .01$ ) by group.

Statistically significant pretest differences appeared for a number of values. In general, the pretest differences indicated that Global Survival students valued "social" values on both the terminal and global

scales to a greater extent than students from psychology 101 D or Cashin Dorm. On the global scale, psychology 101 D students tended to rank "personal" values higher than students from either Global Survival or Cashin Dormitory.

Statistically significant differences appeared in the way value changes occurred across groups in three cases: "pleasure" on both the global and terminal scales and "self-respect" on the terminal scale. The significance rests in the fact that Global Survival student rankings of these personal values increased while the rankings of students in the other two groups decreased.

Post-test value differences, although involving different values, generally reflected the same trend as pretest differences. The values ranked significantly higher by either Cashin Dormitory or psychology 101 D students were in the "personal" or "moral" category while values ranked highest by Global Survival students fell in the categories of "social" and "competence".

The t-tests, examining value change within groups, produced similar results. Only the value of "logical" changed significantly within the psychology 101 D group. Within the Cashin Dorm group, "freedom", "mature love", "true friendship" and "independent" all showed significant results. The values changing significantly within the Global Survival group included "a world of beauty", "pleasure" on both the terminal and global scales, "self-respect", "independent", and "survival".

Student opinion concerning value formation and the Value Survey suggested that students viewed values as changing rather than stable. Also,

it was possible, according to students, to hold values subconsciously. The Value Survey did not receive high acclaim as an indicator of their values.

The interviews with Global Survival students substantiated test data of their bent toward social action and values that related to social concerns. Cashin Dormitory students suggested they were struggling with more internal and personal issues than Global Survival students. Psychology 101 D students were more like Cashin Dorm students than like Global Survival students.

Correlations between test data and interview data were more positive using pretest data and past experiences than using post-test data and perceived behavioral expectations. More significant positive correlations as well were found on the terminal scale than on either the instrumental or global scales across groups. By group, the greatest number of positive correlations were found in the Global Survival Freshman Year Program.

The intent of Chapter III was to present, in as nonevaluative way as possible, the research results. Chapter IV will attempt to draw conclusions from these results.

## C H A P T E R   I V

## CONCLUSIONS

The analysis of these data has yet to be evaluative. The purpose of this chapter is to evaluate the data and point to implications for further study. Major and secondary hypotheses will be analyzed first in relationship to the data. The second half of the chapter will follow the outline of Chapter III—an evaluation of pretest data, mean changes, and post-test differences.

## Major Hypotheses

The significance levels of positive correlations involving past experiences and pretest value categories support the rejection of the null hypothesis in every case but the global values scale of psychology 101 D students. In fact, most of the correlations were significant to the .001 level. Thus, in all but one instance, the value categories, (i.e. terminal personal, instrumental moral) of each student as measured by the Value Survey (pretest) had a significantly positive correlation with the value categories suggested by the significant past experiences (i.e. persons, groups, events) reported by the students during the interviews.

Such a strong positive correlation is surprising; it is also convincing. The strongest relationship found was on the terminal scale, instrumental values weaker and the relationship on the global scale was the weakest. Terminal values, then, probably have the strongest positive relationship to past experiences of the three scales.

The strength of relationships between pretest values and past experiences also varied by group. The strongest positive relationship existed within the Global Survival student group. A possible reason for the difference emerged in the interview process. Global Survival students were more sure of the significant influences from their past, i.e. they reacted more often against parents and could identify with people who were models of new value systems.

The meaning of these data lingers between the actual impact these reported significant past experiences had on students and the tendency of students to project current value systems on past experiences. The strength of these data rests with the ability of this research method to identify the kind of experiences most likely to have a positive impact on a student. Such information is important for teachers structuring classes to meet students' value goals, decision-makers establishing policies relating to student values, and others. It is clear that students do not enter higher education in a value vacuum, and their entering value system has a relationship to the students' course selections (i.e., Global Survival), choices of faculty, selection of peer groups, and other decisions.

The rejection of the second major null hypothesis is not as convincing as the rejection of the first. Significance levels of positive relationships between value categories reflecting significant perceptions of the University of Massachusetts and value categories on the post-test scores were strong enough to reject the null hypothesis in only four of nine cases. Those cases where the null hypothesis could be rejected included the terminal and instrumental scales of both Global Survival and psychology 101 D.



There was again a difference of significance levels by group. The strongest positive relationship between significant perceptions of the educational environment and post-test scores was within Global Survival. Psychology 101 D students showed a stronger relationship than Cashin Dorm students, but less strong than Global Survival students. Such a hierarchy was not surprising since value commitments of the Global Survival program and psychology 101 D were more explicit than value commitments of Cashin Dorm students as a group. Further, the value commitments of the Global Survival Freshman Year Program were clearer to entering students than the value expectations carried by students entering psychology 101 D.

Although personal values were related to the students' perceptions of potentially significant influences, a positive correlation between pretest value categories and the value categories formed from the interview data relating to the students' perception of their learning environment could not be found (see tables X, XI, and XII). Almost half of the Global Survival students, for example, anticipated influences in their program to be different from their own values. It is interesting to note, that although the Global Survival program was the most clearly value oriented and its students had more compatible value systems on the pretest, there existed more divergence between Global Survival students' pretest values and their perceptions of the learning environment than between the same two items for Cashin Dorm and psychology 101 D students. Only 33% of the pretest value categories differed from value categories formed by perceptions of the learning environment for psychology 101 D students; less than 25% for Cashin

Dorm students. Thus, the more amorphous learning environments allow fewer value choices than programs and classes which are clearer about their value commitments.

The research method proved valid for specific classes or programs and for the terminal and instrumental scales, but not for the global scale nor more amorphous learning environments. If value commitments of classes and programs were made clear before a student chooses his/her curriculum, student value changes could be more easily predicted.

Taken together, the implication for this research is that clear statements of value commitment and expectations produce more definable value change. Preselection, then, ought to be as much of a concern for values research as value change strategies in teaching and learning.

## Secondary Hypotheses

### Between Groups

Only with four values could the initial secondary null hypothesis be rejected. Those values included "pleasure" on both the terminal and global scales, "self-respect", and "true friendship". Only with these four values was there a statistically significant difference in the way changes occurred by group (see Table V).

On the terminal scale, the value of "pleasure" increased in importance for Cashin Dormitory (.1111) and Global Survival (2.4872) students, but decreased in importance for psychology 101 D students. The value change by Cashin Dorm students and psychology 101 D students was rather minor, but the mean change by Global Survival students was quite significant. Similar value change patterns occurred with "pleasure" on the global scale. The mean changes of Cashin Dorm (-.3056) and psychology 101 D (.3016) students were

relatively minor compared to the increased importance of "pleasure" to Global Survival students (2.7692). It would appear that the Global Survival Freshman Year Program had a significantly different impact on the valuing of "pleasure" than Cashin Dorm or psychology 101 D. Why the dramatic positive change toward "pleasure" in Global Survival is not clear. In fact, since "pleasure" is a personal rather than social value, this trend would seem contradictory to the goals of Global Survival. It is this author's suggestion that the greatest impact on "pleasure" as a value came from the college experience generally, not specifically from the Global Survival Freshman Year Program. On pretest scores, Global Survival students ranked "pleasure" on both the terminal and global scales significantly lower than students from the other two groups. The significant difference disappeared on post-test scores. Whatever the reason, the importance of "pleasure" increased significantly for Global Survival students and not for psychology 101 D and Cashin Dormitory students.

"Self-respect", another personal value on the terminal scale, increased in importance significantly for Global Survival students (1.8205) but decreased in importance for Cashin Dormitory students (-1.3333) and psychology 101 D students (-.1587). On pretest scores, "self-respect" was valued least by Global Survival students but most by Global Survival students on the post-test. There was a significant difference across groups relating to value change for "self-respect". The mean change of Global Survival students was also significantly different than the mean change of Cashin Dormitory students. It could be said that the Global Survival Freshman Year Program had a significantly different impact on the value of "self-respect" than did Cashin Dorm.

Finally, "true friendship" on the terminal scale, although not showing a significantly different change across groups, did show a significant difference between the mean change of psychology 101 D students (.6984) and the other two groups. A significant difference also existed between the Global Survival students (-.1538) and Cashin Dorm students (-1.0833). Psychology 101 D had a significantly greater positive impact on the value of "true friendship" than did the other two groups.

The significant differences in the kind of impact each group had on its students were minimal. No significant differences in value changes occurred with values on the instrumental scale; only one on the global scale. The most dramatic difference in value change by group was with the value of "pleasure" on both the terminal and global scales. The differences in the kind of impact the groups had on students were revealed in personal values with Global Survival generally having a significantly greater positive impact than either Cashin Dorm or psychology 101 D.

#### Within Groups

The Global Survival Freshman Year Program had the greatest impact on value change within group, and psychology 101 D the least. Six values changed significantly from pretest to post-test within the Global Survival Program: "a world of beauty", "pleasure" on the terminal scale, "self-respect", "independent", "pleasure" on the global scale, and "survival". Only "a world of beauty" was a social value and it decreased in importance significantly. Of the five remaining values, only "survival" decreased in importance. Such value changes substantiate the conclusions drawn relative to the other secondary hypothesis: The Global Survival Freshman Year



Program's greatest positive impact was in personal values, encouraging students to reflect more upon their responsibilities to themselves than to the world around them. Again, this conclusion appears contradictory to the stated goals of the Global Survival Program. Within Global Survival, though, the null hypothesis could be rejected in six cases.

Significant value changes occurred within the Cashin Dormitory group with four values: "freedom", "mature love", "true friendship", and "independent". "Freedom" and "independent" became significantly less important. "Freedom", probably interpreted as personal freedom, and "independent" were likely related to the elements of the first year college experience, i.e. finding new relationships and greater self-responsibility.

The only rejection of the null hypothesis within psychology 101 D was for the value "logical". "Logical" as a value increased in importance significantly from pretest to post-test.

The conclusions relating to value change are important ones. The most distinctly value conscious program, Global Survival, had the greatest impact on value change. That impact was significantly different from the impact of the other two groups in a number of cases, although the impact appears to be in directions unlike those stated in the goals of the Global Survival Freshman Year Program. Why the Global Survival students' value changes were toward increased preferences for personal rather than social values is unclear. Perhaps a follow-up study would be required to illuminate the problem.



## Pretest Differences

Pretest value comparisons by group reflected the ability of Cashin Dormitory, psychology 101 D, and the Global Survival Freshman Year Program to attract students with quite different value systems. Although the value changes which occurred during the fall semester of 1975 were largely in the direction toward personal values and away from social values, in general Global Survival students had a significantly high preference for social values at the beginning of the semester. Psychology 101 D students showed a significantly greater preference for personal values on the global scale. No such trends appeared on the instrumental scale. At the time of the pretest, though, Global Survival students were definitely more inclined toward social values while psychology 101 D students were more inclined toward personal values.

On the basis of variables other than group, those students who tended to prefer social values over personal values probably were female, Jewish, liberal in political preference and/or reporting a high grade point average from high school. Some variables tended to have more of a relationship to pretest value differences than others, but group distinction remained the variable having the largest number of significant pretest value differences.

## Value Change

Since value change by group has been reviewed, only variables other than group will be discussed here. Each value change seemed to vary relative to different characteristics. Sex was not an important factor in value change, but race, religious preference, high school grade point average, the type and the size of high school attended related to a number

of significant value changes. For some values race may have been a more important predictor of value change than group. To say this is to say that group impact was not the only reason for value change, it implies also that human values upon entering a given situation determine, in part, the direction and intensity of change in value preferences.

#### Post-test Differences

The fact that post-test differences were fewer than pretest differences relates to the direction and kind of value changes which occurred. In general, pretest differences were decreased; value preferences across groups were relatively more uniform on the post-test than on the pretest. This may indicate a general socializing effect of the university experience. With few exceptions the socializing effect could be generalized to most variables, e.g., high school grades, political preference, and high school type. The distinctive value preferences of the various groups on the pre-test remained essentially the same on the post-test, in spite of value changes to the contrary. The Global Survival students continued to express a higher preference for social and competence-related values while the highest preference of psychology 101 D students remained in the category of personal values. As a general rule, regardless of group affiliation or personal characteristics, students tended to become more homogenous rather than heterogeneous during their first semester college experience. One reason may be that the University of Massachusetts at Amherst does, to a certain extent, exemplify shared values in its teaching/learning mission. In this sense, Feldman and Newcomb's (1968) theory of accentuation is overgeneralized.

## General Conclusions and Implications for Further Research

There are a number of implications to be drawn from this study for educational planners. This research points to the necessity for academic alternatives for students. The fact that Global Survival students were more alike at pretest and experienced the greatest number of changes reflects the validity of providing students with academic choices. It also suggests that not all students would have been ready for the Global Survival Freshman Year Program since these first year students from the three groups were at different stages in their development intellectually, morally, and in their ability to value. The Global Survival Freshman Year Program attracted students who were more nearly at the same stages of development, and if human development does follow a pattern, these students' development during the first semester was more nearly the same than was the development of students in psychology 101 D and Cashin Dormitory. The need for addressing student needs at both cognitive and affective stages is clear.

This study implies a more careful approach to student preparation, such as that provided by admissions counselors and academic advisors. Since value formation is related to the students' perception of the learning experience (e.g., expectations), it becomes incumbent upon educational planners to assure the coordination of pre-counseling and advising with the kinds of goals the program endeavors to achieve. Consistency between student expectations and value change emphasizes something new for those interested in student development.

An observation not new to research into college student values, but verified by this study, is that human interaction and role models are important influences in student value formation. Maximum student-teacher interaction was identified by almost every interviewee as desirable--small, seminar type classes or other non-lecture type classes received the highest ratings.

If, indeed, students were becoming more homogeneous in value preferences, what were the socializing elements--a common value placed on intellectual inquiry and how it is pursued, the personal history of faculty who are educated, in the mire of academic and social traditions--the overall curriculum of the university? The answer probably rests within all of these questions and more.

It is clear, though, that this first semester experience of a student at the University of Massachusetts, Amherst, tended to propel the student inward. The value changes occurring during the first semester tended toward self-respect and independence from authoritarian ties. Further research of a longitudinal nature would be necessary to see if this introspection strengthens or whether introspection gives way to concerns external to the self, social in nature, at later stages of the college experience.

For those educators interested in increasing their impact on student value formation, this study indicates that clear statements of learning goals which allow the student a choice relate to the kind of student who will enter and the kind of value change that will occur. At least within this study, clearer statements of purpose led to a higher rate of success in predicting value change.



A most significant conclusion must be, that although academic programs, classes and the college experience generally do have an impact on college student values, value formation remains a unique process for each student. Student values are products of past experiences, present realities, and perceived expectations with the dynamics differing in each human being.

The unique nature of human value formation has implications for research into college student values. As this study reflects, research using only instrument surveys can never be as effective in determining why certain groups of people and individuals prefer certain values over others. To be meaningful values research must do more than determine general trends in value formation. It must provide a means of determining the bases of value formation if educational programs, curricula, and policies are to reflect a sound philosophical basis for the college's impact on value formation of students. As Chickering (1972) suggested, the way in which values are held and the force with which values operate in a student's life may be more important concerns for educational research. Only research methods more comprehensive than instrument surveys can be helpful with such an inquiry.



## CHAPTER V

## Summary

The college experience has limited influence on the development of human values. Value formation is a lifelong process in which each person develops a unique value system. Some of these values may be shared with groups of people. Educational research has long focused on the process of developing shared values and determining the role of the college experience in that value formation process.

The focus of this research has been more on the individual student than on institutional impact. It was concerned with the relationship of personal history and value expectations to student value formation. Why and how values were held and formed were more important data than comparative group changes during a certain time period.

The three groups of students at the University of Massachusetts, Amherst, involved in the research provided sufficiently distinctive groupings. The value orientation of each group was different, ranging from the intentional value laden program of Global Survival to Cashin Dormitory which was intentional only to the extent that the goals of the residential life program at the university were intentional. Pretest data indicated the commonality of certain values among students within each group and certain value changes were related to the impact of the various groups.

It was found that past experiences and perceptions of the learning environment were related to value formation of first semester students. The strength of the relationship varied with each value scale and by group.

Terminal values (of the Rokeach Value Survey) had the strongest positive relationship to both past experiences and perceptions of the learning environment. Data from Global Survival students, as a group, had the most positive relationship to past experiences and perceptions of the learning environment.

The importance of personal history in value formation was enhanced with the finding of strong relationships between variables other than group association with student value formation. Those variables tested included sex, race, self-reported high school grade point averages, the type and the size of high school attended, religious preference, and political preference. The strongest relationships existed with sex, religious preference, political preference, and high school grade point averages. The interconnections of value formation with intellectual competence ought to facilitate student intellectual, moral, value, and other forms of personal development.

Value change occurred in largely unexpected directions, i.e., Global Survival students' values moved toward more personal preferences as opposed to social preferences. Relatively few values changed significantly within groups, particularly within psychology 101 D. There were also relatively few significant differences between groups in the way value changes occurred. The general trend in value change was in the direction of a more value homogeneous group of subjects. Pretest differences tended to diminish on the basis of most variables, group included.

One implication of this study for value oriented educational research is that college influences on student value formation must be considered in

the context of the student's personal history, perceptions of the learning environment, as well as other concurrent influences. To increase the potential impact on student value formation, colleges must be more intentional. They must structure more value-oriented academic experiences, increasing formal and informal student-faculty interaction, and assess the value systems of individual students with their influences from past experiences.

Value formation of college students is an important area of study, particularly if colleges seriously take responsibility for both the cognitive and affective development of students. Evaluation of the colleges' effectiveness in facilitating value formation is a new area, but a sound philosophical basis for understanding value formation, coupled with valid research, is launching higher education into a new era of concern for the whole person and higher education's responsibility for developing more than just intellectual competencies.

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## FOOTNOTES

<sup>1</sup>For a discussion of different research methods, see (Lehmann, 1967) and (Feldman and Newcomb, 1968, pp 6).

<sup>2</sup>Personal history is defined as one's perception of the sum of his/her experiences. Perceived behavioral expectations refer to the internalized interpretations of the way to "get along" in the world generally or in the context of particular situations. Perceived behavioral expectations are a person's expectations of the accepted modes of conduct.

<sup>3</sup>For Rokeach, terminal values refer to end-states of existence and instrumental values refer to modes of conduct.

<sup>4</sup>First-year students are defined as having accumulated fewer than 31 credit hours. Most of the students participating in this study are first-time matriculators.

<sup>5</sup>First-year programs other than the Global Survival Freshman Year Program offered by the University of Massachusetts included the "Bilingual Collegiate Program", the "CCEBS" program designed for black students, "The Communication Skills Center", "The Inquiry Program", courses through both the "Orchard Hill Residential College" and the "Southwest Residential College", and the "University Honors Program".

<sup>6</sup>As it relates to the value categories, Rokeach (1973) suggests that personal refers to a self-centered or intrapersonal focus. Social refers to

a society-centered or interpersonal focus. Although moral values (on the instrumental scale) have an interpersonal focus, they are distinctive because they "arouse pangs of conscience or feelings of guilt for wrongdoing (Rokeach, 1973, pp 8)". Competence related instrumental values have a personal focus, but are distinctive because "their violation leads to feelings of shame about personal inadequacy..." (Rokeach, 1973, pp 8).

<sup>7</sup>A lower mean score means greater relative importance.

<sup>8</sup>The level of significance was .05 unless otherwise noted.

<sup>9</sup>In Appendix F, pretest, post-test, and value change differences have also been summarized on the basis of how the students felt about the Value Survey.

<sup>10</sup>These data must be interpreted remembering the relatively small number of subjects involved.

## APPENDICES



## APPENDIX A

Value Survey

VALUE SURVEY

Fall, 1975

The University of Massachusetts, Amherst

The quality of education at the University of Massachusetts is influenced by the impact of the university environment on its students. The Value Survey is one attempt to gain feedback from students about their perceptions of the learning environment.

This is one of two questionnaires you will be asked to complete. The second questionnaire will be given at the end of the first semester. You are asked to rank the relative importance of the values in each of three lists. Complete confidentiality will be maintained so that you can feel free to respond in a most thoughtful and honest manner. Only you will be allowed access to the results of your individual questionnaire. You can do so by calling Dan Flanagan at 256-6738. Your cooperation will be very much appreciated.



## YOUR PRESENT UMASS CLASSIFICATION

<input type="checkbox"/> Below 31 Credit Hours Completed	<input type="checkbox"/> Special Student Status
<input type="checkbox"/> 31-60 Credit Hours Completed	
<input type="checkbox"/> 61-90 Credit Hours Completed	<input type="checkbox"/> Graduate Student Status
<input type="checkbox"/> Above 90 Credit Hours	

## RACIAL BACKGROUND

<input type="checkbox"/> White/Caucasian	<input type="checkbox"/> Black/Negro/Afro-American
<input type="checkbox"/> American Indian	<input type="checkbox"/> Mexican-American/Chicano
<input type="checkbox"/> Oriental	<input type="checkbox"/> Puerto Rican-American
Other (Please Specify) _____	

## APPROXIMATE HIGH SCHOOL GRADE POINT AVERAGE

<input type="checkbox"/> Less than 1.50 (Lowest)	<input type="checkbox"/> 3.00-3.49
<input type="checkbox"/> 1.50-2.49	<input type="checkbox"/> 3.50-4.00 (Highest)
<input type="checkbox"/> 2.50-2.99	<input type="checkbox"/> Not Sure

## TYPE OF HIGH SCHOOL YOU ATTENDED

<input type="checkbox"/> Private (Non-religious)	<input type="checkbox"/> Private (Religious)
<input type="checkbox"/> Public (General)	<input type="checkbox"/> Vocational
<input type="checkbox"/> Military Academy	Other (Please Specify)
	_____

## APPROXIMATE SIZE OF HIGH SCHOOL

<input type="checkbox"/> Less than 100 students	<input type="checkbox"/> 350-499 students
<input type="checkbox"/> 100-199 students	<input type="checkbox"/> 500-1000 students
<input type="checkbox"/> 200-349 students	<input type="checkbox"/> Over 1000 students

## RELIGIOUS PREFERENCE

<input type="checkbox"/> Protestant	<input type="checkbox"/> Jewish
<input type="checkbox"/> Roman Catholic	Other (Please Specify)
	_____

## POLITICAL AND IDEOLOGICAL PREFERENCES (More than one response may be appropriate)

<input type="checkbox"/> Democrat	<input type="checkbox"/> Socialist	<input type="checkbox"/> Communist
<input type="checkbox"/> Republican	<input type="checkbox"/> Moderate	Other (Please Specify)
<input type="checkbox"/> Liberal	<input type="checkbox"/> Marxist	_____
<input type="checkbox"/> Conservative	<input type="checkbox"/> Maoist	

WHAT ARE YOUR PRESENT CAREER PLANS? \_\_\_\_\_

WHAT MAJOR FIELD OF STUDY DO YOU EXPECT TO PURSUE OR ARE YOU PURSUING AT UMASS? \_\_\_\_\_

WHAT WOULD BE YOUR SECOND CHOICE AS A MAJOR FIELD AT UMASS?  
\_\_\_\_\_

ARE YOU OR HAVE YOU BEEN INVOLVED IN ANY OF THE FOLLOWING:

<input type="checkbox"/> GLOBAL SURVIVAL FRESHMAN YEAR PROGRAM
<input type="checkbox"/> THE ENQUIRER PROGRAM
<input type="checkbox"/> PSYCHOLOGY 101



SECTION II-VALUE RATINGS

## INSTRUCTIONS:

On the next page are 18 values listed in alphabetical order. Your task is to rank them in order of their importance to YOU, as guiding principles in YOUR life.

Study the list carefully and pick out the one value which is the most important for you. Place a 1 in the space provided next to it.

Then pick out the value which is second most important for you. Place a 2 in the space provided next to it. Then do the same for each of the remaining values. The value which is least important should have an 18 placed in the space provided next to it.

Work slowly and think carefully. If you change your mind, feel free to change your answers. The end result should truly show how you feel.

(Go to next page)

- A COMFORTABLE LIFE  
(a prosperous life)
- AN EXCITING LIFE  
(a stimulating, active life)
- A SENSE OF ACCOMPLISHMENT  
(lasting contribution)
- A WORLD AT PEACE  
(free of war and conflict)
- A WORLD OF BEAUTY  
(beauty of nature and of the arts)
- EQUALITY  
(brotherhood, equal opportunity for all)
- FAMILY SECURITY  
(taking care of loved ones)
- FREEDOM  
(independence, free choice)
- HAPPINESS  
(contentedness)
- INNER HARMONY  
(freedom from inner conflict)
- MATURE LOVE  
(sexual and spiritual intimacy)
- NATIONAL SECURITY  
(protection from attack)
- PLEASURE  
(an enjoyable, leisurely life)
- SALVATION  
(saved, eternal life)
- SELF-RESPECT  
(self-esteem)
- SOCIAL RECOGNITION  
(respect, admiration)

- \_\_\_\_\_ TRUE FRIENDSHIP  
(close companionship)
- \_\_\_\_\_ WISDOM  
(a mature understanding of life)

Below is another list of 18 values. Arrange them in order of importance using the same rating system as before (i.e. 1=most important, 18=least important).

- \_\_\_\_\_ AMBITIOUS  
(hard-working, aspiring)
- \_\_\_\_\_ BROADMINDED  
(open-minded)
- \_\_\_\_\_ CAPABLE  
(competent, effective)
- \_\_\_\_\_ CHEERFUL  
(lighthearted, joyful)
- \_\_\_\_\_ CLEAN  
(neat, tidy)
- \_\_\_\_\_ COURAGEOUS  
(standing up for your beliefs)
- \_\_\_\_\_ FORGIVING  
(willing to pardon others)
- \_\_\_\_\_ HELPFUL  
(working for the welfare of others)
- \_\_\_\_\_ HONEST  
(sincere, truthful)
- \_\_\_\_\_ IMAGINATIVE  
(daring, creative)
- \_\_\_\_\_ INDEPENDENT  
(self-reliant, self-sufficient)
- \_\_\_\_\_ LOGICAL  
(consistent, rational)

(Go on to next page)

- \_\_\_\_\_ LOVING  
(affectionate, tender)
- \_\_\_\_\_ OBEDIENT  
(dutiful, respectful)
- \_\_\_\_\_ POLITE  
(courteous, well-mannered)
- \_\_\_\_\_ RESPONSIBLE  
(dependable, reliable)
- \_\_\_\_\_ SELF-CONTROLLED  
(restrained, self-disciplined)

Below is a final list of 18 values. Arrange them in order of importance using the same rating system as before (i.e. 1=most important, 18=least important).

- \_\_\_\_\_ AUTHORITY  
(in a position of control)
- \_\_\_\_\_ CORPORATE ACCOUNTABILITY  
(consumer protection)
- \_\_\_\_\_ CULTURAL PLURALISM  
(autonomous participation by different groups)
- \_\_\_\_\_ DEMOCRATIC IDEALS  
(wide participation in decisions)
- \_\_\_\_\_ ECOLOGICAL BALANCE  
(environmental protection)
- \_\_\_\_\_ ECONOMIC JUSTICE  
(equal opportunity for an adequate income)
- \_\_\_\_\_ HUMAN WELL-BEING  
(physical and psychological needs met)
- \_\_\_\_\_ INDIVIDUALISM  
(initiative)
- \_\_\_\_\_ INNOVATION  
(trying new things)

(Go on to next page)

- \_\_\_\_\_ INTERNATIONAL COOPERATION  
(world governments working together)
- \_\_\_\_\_ MORAL RESPONSIBILITY  
(acting for others)
- \_\_\_\_\_ ORDER  
(structure and understandability)
- \_\_\_\_\_ PLEASURE  
(gaining satisfaction)
- \_\_\_\_\_ RACIAL EQUALITY  
(regard for all colors and ethnic backgrounds)
- \_\_\_\_\_ SEXUAL EQUALITY  
(equal opportunity for both sexes)
- \_\_\_\_\_ SOCIAL JUSTICE  
(acting without prejudice)
- \_\_\_\_\_ SOCIAL RECOGNITION  
(respect, admiration)
- \_\_\_\_\_ SURVIVAL  
(continuation of life)

(Go on to next page)



### SECTION III—OPINIONS

To facilitate understanding of your value rankings, it would be helpful if you would indicate how you feel (in general) about your rankings.

Please circle one number on the following scale:

1	2	3	4	5
I care very much about the order in which I ranked these values.			It does not make much difference which order I put the values in.	

PLEASE PLACE A CHECK MARK IN THE SPACE PROVIDED BELOW THE COLUMN REPRESENTING THE MOST APPROPRIATE RESPONSE.

	YES	NO	SOMETIMES	NOT SURE
Do you view your values to be relatively stable (unchanging) over time?	_____	_____	_____	_____
Have you chosen your values (throughout life) freely from a number of alternatives?	_____	_____	_____	_____
Have you chosen your values with an understanding of the consequences of each alternative?	_____	_____	_____	_____
Is it possible to have a value subconsciously?	_____	_____	_____	_____
Do your values act as guides in making decisions?	_____	_____	_____	_____
Do your values help you in choosing your <u>actions</u> ?	_____	_____	_____	_____
Do you ever experience conflicts between your values and what you believe other people expect of you?	_____	_____	_____	_____

Do you believe people  
generally act consistently  
with their values?

\_\_\_\_\_

BRIEFLY DEFINE A VALUE:

DO YOU FEEL THIS INSTRUMENT IS A GOOD INDICATION OF YOUR PERSONAL VALUES?

\_\_\_\_\_ YES      \_\_\_\_\_ NO      WHY, OR WHY NOT?

DO YOU ANTICIPATE YOUR VALUES WILL CHANGE ANY WHILE YOU ATTEND UMASS?

\_\_\_\_\_ YES      \_\_\_\_\_ NO      IF SO, WHAT DO YOU ANTICIPATE TO BE THE GREATEST  
INFLUENCES ON YOUR VALUES WHILE YOU ATTEND UMASS (e.g. courses, teachers,  
fellow students, friends at home, parents, etc.)?

IF YOU ARE A GLOBAL SURVIVAL STUDENT, DO YOU EXPECT THE GLOBAL SURVIVAL  
FRESHMAN YEAR PROGRAM TO HAVE AN AFFECT ON YOUR VALUES? \_\_\_\_\_ YES      \_\_\_\_\_ NO.

IF YES, PLEASE ELABORATE ON YOUR EXPECTATIONS.

IF YOU ARE IN THE ENQUIRER PROGRAM, DO YOU EXPECT THE ENQUIRER PROGRAM  
TO HAVE AN AFFECT ON YOUR VALUES? \_\_\_\_\_ YES      \_\_\_\_\_ NO IF YES, PLEASE  
ELABORATE ON YOUR EXPECTATIONS.

## APPENDIX B

## Test-Retest Reliabilities

## APPENDIX B

TEST-RETEST RELIABILITIES OF 18 TERMINAL AND 18 INSTRUMENTAL VALUES,  
(N=250), (ROKEACH, 1973, pp 28).

TERMINAL VALUE	r	INSTRUMENTAL VALUE	r
A comfortable life (a prosperous life)	.70	Ambitious (hard-working, aspiring)	.70
An exciting life (a stimulating, active life)	.73	Broadminded (open-minded)	.57
A sense of accomplishment (lasting contribution)	.51	Capable (competent, effective)	.51
A world at peace (free of war and conflict)	.67	Cheerful (lighthearted, joyful)	.65
A world of beauty (beauty of nature and the arts)	.66	Clean (neat, tidy)	.66
Equality (brotherhood, equal opportunity for all)	.71	Courageous (standing up for your beliefs)	.52
Family security (taking care of loved ones)	.64	Forgiving (willing to pardon others)	.62
Freedom (independence, free choice)	.61	Helpful (Working for the welfare of others)	.66
Happiness (contentedness)	.62	Honest (sincere, truthful)	.62
Inner harmony (freedom from inner conflict)	.65	Imaginative (daring, creative)	.69
Mature love (sexual and spiritual intimacy)	.68	Independent (self-reliant, self-sufficient)	.69
National security (protection from attack)	.67	Intellectual (intelligent, reflective)	.67
Pleasure (an enjoyable, leisurely life)	.57	Logical (consistent, rational)	.57
Salvation (saved, eternal life)	.88	Loving (affectionate, tender)	.65
Self-respect (self-esteem)	.58	Obedient (dutiful, respectful)	.53
Social recognition (respect, admiration)	.65	Polite (courteous, well-mannered)	.53
True friendship (close companionship)	.59	Responsible (dependable, reliable)	.45
Wisdom (a mature understanding of life)	.60	Self-controlled (restrained, self-disciplined)	.52

# Test-Retest Reliabilities for the Global Scale

Overall reliability coefficient=.35  
N=128

Value	Test-Retest Coefficient
Authority (Being in a position of control)	.08
Corporate Accountability (Consumer protection)	.27
Cultural Pluralism (Autonomous participation by different groups)	.35
Democratic Ideals (Wide participation in decisions)	.65
Ecological Balance (Environmental protection)	.30
Economic Justice (Equal opportunity for an adequate income)	.19
Human Well-Being (Physical and psychological needs met)	.19
Individualism (Initiative)	.42
Innovation (Trying new things)	.32
International Cooperation (World governments working together)	.66
Moral Responsibility (Acting for others)	.36
Order (Structure and understandability)	.57
Pleasure (Gaining satisfaction)	.57
Racial Equality (Regard for all colors and ethnic backgrounds)	.48
Sexual Equality (Equal opportunity for both sexes)	.13
Social Justice (Acting without prejudice)	.35
Social Recognition (Respect, admiration)	.65
Survival (Continuation of life)	.86



## APPENDIX C

## The Student Interview

## APPENDIX C

## The Student Interview

The student interviews are designed to provide data leading to the identification of significant influences on the formation of student values. Significant past experiences and perceived expectations of students will be analyzed as they may relate to value formation. The questions are designed to identify the value categories (i.e. terminal personal, instrumental moral) represented by past experiences and perceived expectations reported by the student.

## I. Past Experiences

1. Describe your earliest remembrance of the person you wanted to be when you "grew up"? Were there changes over time in these desires?
2. What persons have significantly influenced your life? What values did you admire most in these persons? How do the values you presently hold reflect those influences?
3. Were there significant events or experiences of which you are aware that you feel may have affected your present values?
4. Have you ever experienced conflict between your values and expectations of other persons or situations? Please describe one such conflict situation.

- II. Perceived expectations of the University of Massachusetts experience
1. How does your decision to attend the University of Massachusetts relate to your career and life goals and objectives?
  2. What is your perception of the following elements of the University of Massachusetts (what kinds of values do you perceive each person or group encouraging):
    - a. the students
    - b. the faculty
    - c. career options available with a degree from UMass
    - d. the quality of education
    - e. the types of values you may encounter
  3. What are the major influences on your perception of the University of Massachusetts at this time, i.e. the literature provided by the university, students who have attended UMass, your parents, the media, etc?
  4. Why have you chosen to participate in the Global Survival Freshman Year Program, psychology 101 or other programs and classes?
  5. Have you experienced or do you expect any conflict between your values and those of other people or situations while you are a student at UMass?

## APPENDIX D

The following are the cover letters which accompanied first administrations of the Value Survey and the letter sent to students who were potential interviewees. Also to be included will be the cover letter accompanying the second administration of the Value Survey to the students in Cashin dormitory.

Included in this Appendix are:

1. the cover letter attached to the Value Survey as it was sent to all first year students in Cashin dormitory;
2. the cover letter attached to the Value Survey as it was mailed to all students entering The Global Survival Freshman Year Program during the fall semester, 1975; and
3. the letter sent to all prospective interviewees.

I apologize for the impersonal form, but it is simply unrealistic for me to type 150 separate letters. All first year students in Cashin dorm are being asked to participate in this project. One consolation, if you are interested in the results of this survey our interaction will then become more personal.

Let me first be honest with you. The following data will be used for my dissertation, but It could also prove beneficial for improving your dormitory living conditions and the quality of your academic program at UMass. I would like to share the total findings and the results of your survey questionnaire with you, but your individual questionnaire will not be revealed to anyone unless you request it. I can also guarantee this to be quite a learning experience for you.

This is a questionnaire asking you to rank lists of values in the order of their importance to you. You will be asked to rank them again at a later date.

The instructions for completing the questionnaire are included. Please fill out the survey and return it to your head of residence, Sandy Anderson, within two days.

Thank you for your cooperation. If you have questions, please address them to Ms. Anderson or myself.

Cordially,

Dan Flanagan  
256-6738



SECRET

The attached is a draft questionnaire questionnaire which I would like to ask you to complete and bring with you to the first meeting of the group on September 3. The questionnaire itself is self-explanatory, but it is part of an important study attempting to determine the effect of a college or university on individuals' values. I hope you will complete the questionnaire thoughtfully and carefully. I think some of the results should make for some interesting discussion with the group next year.

Steve Gould

Some time ago you were asked to complete a Value Survey. At that time you were told that the results were to be used in helping determine the kind of impact UMass has on first year students.

Because the survey is forced choice, impersonal, and may not adequately reflect your values, I would like to interview you as well. I believe the interview would give you a chance to better indicate your feelings about UMass and it would give me an opportunity to better understand your personal responses to UMass.

I envision the interview to be one hour in length for which you be compensated two dollars. If you are interested in participating, please call me at 256-6738 or 545-1960 so we can establish a time for the interview. A post card is also enclosed for your convenience.

It should be noted again that all information I receive from you will be considered confidential.

Sincerely,

Dan Flanagan  
256-6738

## APPENDIX E

Crosstabulations of Groups by:

- (1) High School Grade Point Average
- (2) Type of High School Attended
- (3) Size of High School Attended
- (4) Political Preference
- (5) Evaluation of the Value Survey

Crosstabulation of Group by High School Grades

Group	Count Row Pct Col Pct Tot Pct	H S Grade				Row Total
		1.50-2.49	2.50-2.99	3.00-3.49	3.50-4.00	
Global Survival		0	2	20	6	28 23.7
		0	7.1	71.4	21.4	
		0	13.3	29.0	18.2	
		0	1.7	16.9	5.1	
Cashin Dorm		0	5	16	10	31 26.3
		0	16.1	51.6	32.3	
		0	33.3	23.2	30.3	
		0	4.2	13.6	8.5	
Psychology		1	8	33	17	59 50.0
		1.7	13.6	55.9	28.8	
		100.0	53.3	47.9	51.5	
		.8	6.8	28.0	14.4	
		1	15	69	33	118 100.0
		.8	12.7	58.5	28.0	

# Crosstabulation of Group by High School Type

Group	Count Row Pct Col Pct Tot Pct	H S Type			Row Total
		Private Non-Religious	Public	Private- Religious	
Global Survival		4 10.3 50.0 2.9	31 79.5 26.3 22.5	4 10.3 33.3 2.9	39 28.3
Cashin Dorm		1 2.8 12.5 .7	31 86.1 26.3 22.5	4 11.1 33.3 2.9	36 26.1
Psychology		3 4.8 37.5 2.2	56 88.9 47.2 40.6	4 6.3 33.3 2.9	63 45.6
Column Total		8 5.8	118 85.5	12 8.7	138 100.0



Crosstabulation of Group by High School Size

Group	H S Size					Row Total
	Count Row Pct Col Pct Tot Pct	100-199	200-349	350-499	500-1000	GT1000
Global Survival		0	3	3	10	23
		0	7.7	7.7	25.6	59.0
		0	23.1	30.0	25.0	31.5
		0	2.2	2.2	7.2	16.7
Cashin Dorm		0	5	3	13	15
		0	13.9	8.3	36.1	41.7
		0	38.5	30.0	32.5	20.5
		0	3.6	2.2	9.4	10.9
Psychology		2	5	4	17	35
		3.2	7.9	6.3	27.0	55.6
		100.0	38.5	40.0	42.5	47.9
		1.4	3.6	2.9	12.3	25.4
Column Total		2 1.4	13 9.4	10 7.2	40 29.0	73 52.9
						138 100.0

Crosstabulation of Group by Political Preference

Group	Count Row Pct Col Pct Tot Pct	Political Democrat	Preferences Republican	Liberal	Conservative	Socialist	Moderate	Row Total
Global Survival	7		0	11	1	6	3	28
	25.0		0	39.3	3.6	21.4	10.7	30.8
	36.8		0	26.8	9.1	66.7	42.9	
	7.7		0	12.1	1.1	6.6	3.3	
Cashin Dorm	3		3	10	3	1	1	21
	14.3		14.3	47.6	14.3	4.8	4.8	23.1
	15.8		75.0	24.4	27.3	11.1	14.3	
	3.3		3.3	11.0	3.3	1.1	1.1	
Psychology	9		1	20	7	2	3	42
	21.4		2.4	47.6	16.7	4.8	7.1	46.2
	47.4		25.0	48.8	63.6	22.2	42.9	
	9.9		1.1	22.0	7.7	2.2	3.3	
Column Total	19		4	41	11	9	7	91
	20.9		4.4	45.1	12.1	9.9	7.7	100.0

Crosstabulation of Group by Evaluation of Value Survey

Count Row Pct Col Pct Tot Pct	Evaluation Excellent (1)	Good (2)	Neutral (3)	Unsure (4)	Bad (5)	Row Total
Global Survival	10 27.0 38.5 7.4	16 43.2 21.9 11.9	10 27.0 40.0 7.4	1 2.7 10.0 .7	0 0 0 0	37 27.1
Cashin Dorm	9 25.0 34.6 6.7	21 58.3 28.8 15.6	5 13.9 20.0 3.7	1 2.8 10.0 .7	0 0 0 0	36 26.7
Psychology	7 11.3 26.9 5.2	36 58.1 49.3 26.7	10 16.1 40.0 7.4	8 12.9 80.0 5.9	1 1.6 100.0 .7	62 45.9
Column Total	26 19.3	73 54.1	25 18.5	10 7.4	1 .7	135 100.0

## APPENDIX F

Analysis of Variance Data by:

- (1) Sex
- (2) Race
- (3) Religious Preference
- (4) Type of High School Attended
- (5) High School Grade Point Averages
- (6) Size of High School Attended
- (7) Evaluation of the Value Survey
- (8) Political Preference

# Analysis of Variance by Sex (Includes only those values showing significant differences)

Grp 1 Male  
N=57  
Grp 2 Female  
N=80

\*=Significant to the .05 level  
\*\*=Significant to the .01 level  
\*\*\*=Significant to the .001 level

VALUES	PRETEST	MEAN CHANGE	POST-TEST
A COMFORTABLE LIFE F Prob Subset 1 Subset 2	.036* Grp 1 1 10.2143 Grp 2 12.0875	.992 Grp 2 .2375 Grp 1 .2456	.027* Grp 1 9.9643 Grp 2 11.8500
EQUALITY F Prob Subset 1 Subset 2	.055 Grp 2 9.1625 Grp 1 10.5714	.501 Grp 1 -.0526 Grp 2 .3750	.023* Grp 2 8.7875 Grp 1 10.6250
INNER HARMONY F Prob Subset 1 Subset 2	.000*** Grp 2 5.2250 Grp 1 8.4464	.031* Grp 2 -.2125 Grp 1 1.4211	.047* Grp 2 5.4375 Grp 1 7.0253
SELF-RESPECT F Prob Subset 1 Subset 2	.127 Grp 2 6.3500 Grp 1 7.4821	.696 Grp 1 -.0877 Grp 2 .2250	.042* Grp 2 6.1250 Grp 1 7.5714
CLEAN F Prob Subset 1 Subset 2	.538 Grp 1 13.2909 Grp 2 13.6962	.170 Grp 2 -.0750 Grp 1 .8947	.030* Grp 1 12.3636 Grp 2 13.7722



VALUES	PRETEST	MEAN CHANGE	POST-TEST
FORGIVING F Prob Subset 1 Subset 2	.001*** Grp 2 7.4125 Grp 1 9.9643	.162 Grp 2 .2000 Grp 1 1.3860	.083 Grp 2 7.2125 Grp 1 8.5536
HELPFUL F Prob Subset 1 Subset 2	.001*** Grp 2 7.2750 Grp 1 9.8036	.156 Grp 2 -.7000 Grp 1 .5263	.084 Grp 2 7.9750 Grp 1 9.2679
HONEST F Prob Subset 1 Subset 2	.064 Grp 2 3.6250 Grp 1 4.8393	.491 Grp 1 -.6667 Grp 2 -.1125	.013* Grp 2 3.7375 Grp 1 5.5179
INDEPENDENT F Prob Subset 1 Subset 2	.126 Grp 1 7.5357 Grp 2 8.8625	.734 Grp 2 1.5625 Grp 1 1.8421	.038* Grp 1 5.6607 Grp 2 7.3000
LOVING F Prob Subset 1 Subset 2	.094 Grp 2 5.6125 Grp 1 6.8393	.445 Grp 1 -.4211 Grp 2 .1875	.005*** Grp 2 5.4250 Grp 1 7.2679
AUTHORITY F Prob Subset 1 Subset 2	.001*** Grp 1 13.0000 Grp 2 15.4359	.404 Grp 1 -.3684 Grp 2 .3625	.042* Grp 1 13.3889 Grp 2 15.0641

VALUES		PRETEST		MEAN CHANGE		POST-TEST
CULTURAL PLURALISM	F Prob	.026*	Grp 1 12.1132 Grp 2 13.5065	.450	Grp 1 .3509 Grp 2 .9000	.243 Grp 1 11.7358 Grp 2 12.5714
	Subset 1					
DEMOCRATIC IDEALS	F Prob	.013*	Grp 1 9.8333 Grp 2 11.7273	.954	Grp 1 .2982 Grp 2 .2500	.011* Grp 1 9.5185 Grp 2 11.4675
	Subset 1					
MORAL RESPONSIBILITY	F Prob	.035*	Grp 1 7.8590 Grp 2 9.9245	.234	Grp 1 .2456 Grp 2 -.9125	.362 Grp 1 8.7949 Grp 2 9.6604
	Subset 1					
RACIAL EQUALITY	F Prob	.030*	Grp 1 7.6154 Grp 2 9.2222	.643	Grp 1 -.5088 Grp 2 -.1875	.011* Grp 1 7.8077 Grp 2 9.7593
	Subset 1					
SEXUAL EQUALITY	F Prob	.010**	Grp 1 8.3333 Grp 2 10.2407	.912	Grp 1 .8246 Grp 2 .9125	.008** Grp 1 7.3974 Grp 2 9.3704
	Subset 1					

VALUES	PRETEST	MEAN CHANGE	POST-TEST
SOCIAL JUSTICE			
F Prob			
Subset 1	.022*	Grp 1 -.8421	Grp 2 .1250
Subset 2	Grp 2 6.3846 Grp 1 7.9444	.309	.001*** Grp 2 6.5128 Grp 1 8.8333

<sup>1</sup>Represented are the group means. Significant differences to the .05 level (Duncan's Multi Range) exist between those groups listed in Subset 2 with groups directly verticle or to the left of them in Subset 1. The stars represent across group variance (ANOVA) to the significance level of .05. Homogeneous subsets are subsets of groups, no pair of which have means that differ by more than the shortest significant range for a subset of that size. The ranges for the .05 level in Duncan's procedure are 2.80 and 2.95.

Grp 1 White N=133  
Grp 2 Black N=3  
Grp 3 Other N=1

Analysis of Variance by Race  
(Includes only those values showing significant changes)

VALUE		MEAN CHANGES			POST-TEST		
		PRETEST					
A WORLD OF BEAUTY	F Prob	Grp 3	Grp 1	Grp 2	Grp 3	Grp 1	Grp 2
	Subset 1	5.0000	10.9242	11.3333	-1.0000	-0.6992	4.3333
			.379			.033*	
			10.9242	11.3333		-0.6992	4.3333
			5.0000			6.000	7.0000
							11.6288
FREEDOM	F Prob	Grp 3	Grp 1	Grp 2	Grp 3	Grp 1	Grp 2
	Subset 1	2.0000	6.7955	9.0000	-8.0000	10.53	16.0000
	Subset 2		.291		5.3333		
			6.7955	9.0000		.026*	
						9.1136	10.333
							16.0000
BROADMINDED	F Prob	Grp 3	Grp 1	Grp 2	Grp 3	Grp 1	Grp 2
	Subset 1	3.0000	5.9394	11.0000	-9.0000	9.0000	12.0000
	Subset 2		.073		.3459		
			5.9394	11.0000		.073	
						5.5909	9.0000
							12.0000
COURAGEOUS	F Prob	Grp 1	Grp 3	Grp 2	Grp 1	Grp 2	Grp 3
	Subset 1	9.0000	11.000		-9.9925	5.0000	13.3333
	Subset 2	11.0000	15.6667				
			.024*			.296	
			11.000			10.000	13.3333
			15.6667			6.000	10.000
IMAGINATIVE	F Prob	Grp 1	Grp 3	Grp 2	Grp 1	Grp 2	Grp 3
	Subset 1	9.8939	10.0000	12.3333	-0.5940	8.0000	10.4924
			.655			.025*	
			10.0000	12.3333		7.0000	8.0000
						.167	
						5.3333	10.4924
LOGICAL	F Prob	Grp 2	Grp 1	Grp 3	Grp 2	Grp 1	Grp 3
	Subset 1	6.0000	11.5152	17.0000	-2.0000	1.2857	16.0000
	Subset 2		.053			.460	
						1.0000	1.2857
						8.000	10.2197
							16.0000

VALUE		PRETEST		MEAN CHANGES		POST-TEST	
LOVING	F Prob						
	Subset 1	Grp 3 2.0000	.258 Grp 2 3.0000	Grp 1 6.2348	.007** Grp 3 -5.0000 Grp 1 -5.0000 .1429	Grp 2 -7.6667 Grp 3 -5.0000	Grp 1 6.0909 Grp 3 7.0000 Grp 2 10.6667
SELF-CONTROLLED	Subset 2						
	F Prob						
	Subset 1	Grp 2 6.6667	.368 Grp 1 9.3864	Grp 3 14.0000	.017* Grp 2 -9.0000 Grp 1 -3.459	Grp 3 8.0000 Grp 1 9.7348 Grp 2 15.6667	.111 Grp 3 8.0000 Grp 1 9.7348 Grp 2 15.6667
CULTURAL PLURALISM	Subset 2						
	F Prob						
	Subset 1	Grp 3 11.0000	.856 Grp 2 12.6667	Grp 1 12.9365	.309 Grp 2 1.0000 Grp 1 .5789	Grp 3 4.0000 Grp 2 11.6667	.113 Grp 3 4.0000 Grp 2 11.6667 Grp 1 12.3254
DEMOCRATIC IDEALS	Subset 2						
	F Prob						
	Subset 1	Grp 1 10.8672	.586 Grp 3 12.0000	Grp 2 14.0000	.574 Grp 2 -2.0000 Grp 3 -3.0000	Grp 1 10.5625 Grp 3 15.0000	.069 Grp 1 10.5625 Grp 3 15.0000 Grp 2 17.0000



# Analysis of Variance by Religion (Includes only those values showing significant change)

Grp 1 Protestant  
N=35  
Grp 2 Catholic  
N=57  
Grp 3 Jewish  
N=20  
Grp 4 Other  
N=12

\*=Significant to the .05 level  
\*\*=Significant to the .01 level  
\*\*\*=Significant to the .001 level

(Values rounded to tenths or one hundredth for purposes of space reduction)

TERMINAL VALUES		PRETEST		MEAN CHANGES		POST-TEST	
A WORLD OF BEAUTY F Prob Subset 1 Subset 2	4 9.0 2 11.4	1 10.6 3 13.4	.010** 2 11.4	4 -.83 2 -.79 1 -.46 3 .25	.668 1 -.46 3 .25	4 9.8 2 12.2	.010* 2 10.7 3 13.2
	4 7.3 3 8.95	3 8.95 1 9.9	.065 1 9.9 2 10.6	3 -.65 2 -.02 4 .92 1 1.1	.307 4 .92 1 1.1	4 6.4 1 8.8	.022* 3 9.6 2 10.6
	1 8.5	2 8.8	.713 3 9.1	1 -1.2 4 -.42 2 -.123 3 1.5	.164 2 -.42 3 1.5	3 7.7	.205 1 8.96 4 10.8
FAMILY SECURITY F Prob Subset 1 Subset 2	4 5.5	2 5.9	.206 1 6.3	4 -.9 3 .2 2 .26 9 .9	.637 1 .26 2 .9	2 5.0 1 6.0	.053 4 6.4 3 8.6
INNER HARMONY F Prob Subset 1 Subset 2							

TERMINAL VALUES		PRETEST		MEAN CHANGES		POST-TEST	
PLEASURE	F Prob		.077				
	Subset 1	3	4	1	.219	3	.633
	Subset 2	9.3	10.1	11.5	2	10.0	10.98
		4	1	2	.98	1	11.0
		10.1	11.5	12.0	1.4		
SALVATION	F Prob		.084				
	Subset 1	2	4	1	.785	4	.029*
	Subset 2	13.3	13.8	14.7	2	13.1	14.6
		4	1	3	.11	1	
		13.8	14.7	16.8	.75	3	17.4
SOCIAL RECOGNITION	F Prob		.001***				
	Subset 1	3			.185	3	.006**
	Subset 2	10.6	1	4	1	11.1	12.75
		13.45	14.7	14.8	2	4	
					2	12.8	15.0
INSTRUMENTAL VALUES		PRETEST		MEAN CHANGES		POST-TEST	
COURAGEOUS	F Prob		.879				
	Subset 1	3	4	1	.309	3	.071
	Subset 2	8.8	9.0	9.3	4	8.0	10.3
					0	4	10.3
					-1.6	1	10.9
HONEST	F Prob		.018*				
	Subset 1	1	2	3	.727	1	.380
	Subset 2	3.5	3.7	4.9	4	4.3	4.3
		4	3		.58	2	6.1
		4.9	6.5			4.3	14.9



GLOBAL VALUES		PRETEST		MEAN CHANGES		POST-TEST	
DEMOCRATIC IDEALS	F Prob		.319				
	Subset 1	4	2	1	3	4	1
	Subset 2	9.8	10.6	10.6	12.5	10.7	11.7
ECOLOGICAL BALANCE	F Prob		.018*				
	Subset 1	4	1	2	1	2	2
	Subset 2	6.4	6.7	8.5	-1.4	8.1	8.6
INDIVIDUALISM	F Prob		.780				
	Subset 1	1	2	4	3	4	4
	Subset 2	6.1	6.2	7.1	7.3	5.2	7.3
INTERNATIONAL COOPERATION	F Prob		.071				
	Subset 1	4	1	3	3	4	3
	Subset 2	7.2	9.5	10.6	-1.1	8.8	11.1





\*=Significant to the  
.05 level  
\*\*=Significant to the  
.01 level  
\*\*\*=Significant to the  
.001 level

# ANALYSIS OF VARIANCE BY HIGH SCHOOL TYPE (Includes only those values showing significant changes)

Grp 1=Private Non-  
Religious  
N=8  
2=Public N=118  
3=Military N=0  
4=Private Religious  
N=12  
5=Vocational N=0  
6=Other N=0

(Values rounded to tenths or one hundredths for  
purposes of space reduction)

TERMINAL VALUES		PRETEST		MEAN CHANGES		POST-TEST
A COMFORTABLE LIFE	F Prob		.003**		.039*	.516
	Subset 1	2	1	2	1	2
		10.79	12.75	-.093	1.00	10.88
	Subset 2	1	4	1	4	11.75
		12.75	15.83	1.00	3.33	12.50
AN EXCITING LIFE	F Prob		.104		.620	.255
	Subset 1	2	1	2	4	2
		9.45	10.5	-.08	.667	9.25
	Subset 2	1	4		1	4
		10.5	12.33		1.25	11.67
FREEDOM	F Prob		.338		.519	.067
	Subset 1	4	2	1	4	2
		5.25	6.94	-1.5	.237	4.5
	Subset 2	2	6.94		.75	2
			7.25		1	6.7
					6.7	8.75
SALVATION	F Prob		.016*		.386	.173
	Subset 1	4	1	4	2	4
		10.9		-1.33	.13	12.3
	Subset 2	2	1		.135	14.67
		14.8	16.75			16.6
						153

TERMINAL VALUES	PRETEST	MEAN CHANGES	POST-TEST
SOCIAL RECOGNITION F Prob Subset 1 Subset 2	2 13.1 1 15.75 15.75	.006** 1 15.8 4 16.25	.931 2 1 -1.15 4 0 .25 15.2 13.2 15.75 4 15.8 16.0
INSTRUMENTAL VALUES	PRETEST	MEAN CHANGES	POST-TEST
INDEPENDENT F Prob Subset 1 Subset 2	2 8.2 4 8.3 9.0	.912 1 9.0	.107 4 1 -1.1 1 2 1.9 1.9
RESPONSIBLE F Prob Subset 1 Subset 2	4 6.08 1 6.13 6.5	.903 2 6.5	.198 1 2 -2.6 4 -1.44 1.33
SELF-CONTROLLED F Prob Subset 1 Subset 2	2 9.1 1 9.25 12.75	.033* 1 9.25 4 12.75	.018* 2 1 -0.9 4 -0.63 3.9

GLOBAL VALUES	PRETEST	MEAN CHANGES	POST-TEST
CULTURAL PLURALISM F Prob Subset 1 Subset 2	.063 1 4 11.0 1 11.6 2 13.2	.067 1 4 2 -2.0 .88 1.3	.304 2 1 10.1 12.3 13.0 4
INTERNATIONAL COOPERATION F Prob Subset 1 Subset 2	.046* 1 6.0 2 10.1 4 10.9	.499 4 1 2 -1.6 -.4 1.0	.460 4 1 7.8 9.9 10.3 2

\*=Significant to the .05 level  
 \*\*=Significant to the .01 level  
 \*\*\*=Significant to the .001 level

# ANALYSIS OF VARIANCE BY HIGH SCHOOL GRADES (Includes only those values showing significant differences)

Grp 1=LT 1.50

N=0  
 2=1.50-2.49  
 N=1

3=2.50-2.99  
 N=15

4=3.00-3.49  
 N=69

5=3.50-4.00  
 N=33

(Values rounded to tenths or one hundredths  
 for purposes of space reduction)

VALUES	PRETEST			MEAN CHANGES			POST-TEST		
AN EXCITING LIFE F Prob Subset 1	2 2.0	.041* 4 9.2	3 9.9	5 11.5	.411 3 -1.5	2 0 .39	4 5 .85	.028* 2 2.0	4 5 10.6 11.33
EQUALITY F Prob Subset 1	4 9.6	.066 5 9.8	3 12.6	2 13.0	.773 2 -3.0	3 4 -.13	4 5 .16 .55	.025* 5 9.3	4 3 12.7 16.0
INNER HARMONY F Prob Subset 1 Subset 2	3 5.9 2 18.0	.092 4 6.1	5 6.9		.275 4 .09	3 5 .8 .85	5 2 8.0	.707 3 5.1	4 5 6.0 6.1 10.1
SELF-RESPECT F Prob Subset 1 Subset 2	5 5.5 6.7	.058 3 6.7 7.1	4 7.1 15.0		.197 5 -1.4	3 4 -.2 .7	2 1.0	.317 4 6.4	3 5 6.9 14.0

VALUES

PRETEST

MEAN CHANGES

POST-TEST

TRUE FRIENDSHIP

F Prob  
Subset 1  
Subset 2

.063  
5 4 3  
5.9 6.3 7.4  
2  
16.0

.809  
5 4 3  
-2.2 .33 .93 1.0

.085  
4 5 3  
5.9 6.1 6.5  
2  
15.0

AMBITIOUS

F Prob  
Subset 1  
Subset 2

.106  
5 3 2  
7.6 7.7 8.0  
3 2 4  
7.7 8.0 9.7

.539  
2 3 5 4  
-5.0 -1.5 -.9 -.2

.448  
5 3 4  
8.5 9.1 9.9 13.0

BROADMINDED

F Prob  
Subset 1  
Subset 2

.152  
3 4 5  
5.4 6.2 6.3  
2  
15.0

.736  
3 5 4 2  
-.5 .33 .68 3.0

.421  
4 3 5 2  
5.5 5.9 5.9 12.0

CLEAN

F Prob  
Subset 1  
Subset 2

.211  
2 3 4 5  
6.0 13.1 13.6 13.9

.900  
4 3 5 2  
.19 .2 .76 2.0

.103  
2 4.0 5 4  
3 12.9 13.2 13.4

INDEPENDENT

F Prob  
Subset 1

.022\*  
2 3 4 5  
1.0 5.1 8.6 8.97

.855  
2 3 4 5  
0 .6 1.6 1.8

.123  
2 3 4 5  
1.0 4.5 7.0 7.2



VALUES	PRETEST		MEAN CHANGES		POST-TEST	
OBEDIENT						
F Prob						
Subset 1	.034*	5	2	5	.786	4 5 2
Subset 2	3 12.5	4 14.8	15.1	16.0	13.9	14.2 14.7 16.0
RESPONSIBLE						
F Prob	.246	3	2	2	.077	5 2
Subset 1	5 5.8	4 6.7	7.3	12.0	3 4.3	6.8 7.3 8.0
SELF-CONTROLLED						
F Prob	.309	3	5	5	.157	4 3 2
Subset 1	2 2.0	4 9.1	9.9	10.03	5 8.97	9.9 11.8 17.0
Subset 2						
AUTHORITY						
F Prob	.010**	3	2	2	.143	3 4 5
Subset 1	2 4.0	3 12.1	4.0	4.0	2 5.0	13.3 13.99 15.1
Subset 2	4 14.8	5 15.0				
ECOLOGICAL BALANCE						
F Prob	.023*	3	2	3	.432	5 3 2
Subset 1	4 7.2	5 9.2	10.9	15.0	4 8.1	9.1 9.5 14.0

VALUES	PRETEST			MEAN CHANGES			POST-TEST		
MORAL RESPONSIBILITY F Prob Subset 1	.105 3 6.6	4 7.9	5 9.6	2 17.0	.014* 3 -2.0	4 -1.7	5 1.9	2 3.0	.230 5 7.6 3 8.8 4 9.7 2 14.0
SEXUAL EQUALITY F Prob Subset 1 Subset 2	.120 5 8.03	4 9.6	3 10.0	2 16.0	.217 2 -2.0	5 -.15	3 1.13	4 1.8	.107 4 7.8 2 18.0 5 8.2 3 8.8

# ANALYSIS OF VARIANCE BY HIGH SCHOOL SIZE

(Includes only those values showing significant changes)

Grp 1=LT 100 (N=0)  
2=100-199 (N=2)  
3=200-349 (N=13)  
4=350-499 (N=10)  
5=500-1000 (N=40)  
6=GT 1000 (N=73)

\*=Significant to the .05 level

\*\*=Significant to the .01 level

\*\*\*=Significant to the .001 level

(Values rounded to nearest tenth for purposes of space reduction)

TERMINAL VALUES		PRETEST		MEAN CHANGES		POST-TEST	
A COMFORTABLE LIFE F Prob Subset 1 Subset 2	2	5	6	5	.058	3	.798
	5.5	11.1	11.3	-5.0	.05	9.6	10.4
AN EXCITING LIFE F Prob Subset 1 Subset 2	4	6	3	4	.105	4	.053
	7.6	9.6	9.8	-7.7	.65	7.3	7.4
A SENSE OF ACCOMPLISHMENT F Prob Subset 1	4	3	5	4	.368	4	.287
	6.7	7.8	8.7	-5	.5	6.8	8.0
MATURE LOVE F Prob Subset 1 Subset 2	6	3	5	4	.162	2	.381
	7.2	8.0	8.5	-1.1	.8	4.5	8.0

TERMINAL VALUES		PRETEST		MEAN CHANGES		POST-TEST	
SOCIAL RECOGNITION	F Prob						
	Subset 1	4 2 6 5	.240	2 5 6 .229	4 3 .69	4 6 3 .048*	5 2 17
	Subset 2	11.3 12.5 13.4 13.8 2 6 5 3 12.5 13.4 13.8 15.0		-4.5 -.75 .12 .6		10.7 13.3 14.3 14.6	
INSTRUMENTAL VALUES		PRETEST		MEAN CHANGES		POST-TEST	
AMBITIOUS	F Prob						
	Subset 1	4 2 3 5	.589	4 5 6 .054	3 .083	2 1.0 3 8.5	6 4 10.8
	Subset 2	6.8 8.0 8.5 8.8	9.3	-3.6 -.7 -.5 .08 3 2 7.0		5 6 4 9.8 10.8	
HELPFUL	F Prob						
	Subset 1	5 6 2 3	.105	2 5 6 .168	3 4 2.3	5 7.9 3 8.2 6 8.8 14.	2 14.
	Subset 2	6.9 8.6 9.0 9.2 6 2 3 4 8.6 9.0 9.2 10.6		-5.0 -1.1 -.16 1.1			
IMAGINATIVE	F Prob						
	Subset 1	4 3 6 5	.605	5 3 6 .278	4 2 .25	4 2 3 6 .093	6 10.4 5
	Subset 2	8.0 9.1 10.2 10.4 4 3 6 5 8.0 9.1 10.2 11.0		-1.8 -.85 .11 1.9		5.9 8.5 9.9 10.0 12.2	
GLOBAL VALUES		PRETEST		MEAN CHANGES		POST-TEST	
LOVING	F Prob						
	Subset 1	4 6 5 2	.956	2 4 6 .047*	5 3 2.6	3 4.2 5 6 6.5 .054	16
	Subset 2	5.7 6 5.9 6.2 6.5	6.8	-4.0 -2.1 -.5 .6		5.6 6.5 8.0 10.5	
INDIVIDUALISM	F Prob						
	Subset 1	4 2 6 3	.052	6 4 2 .153	3 1.9 5 2.3	2 4 3 4.7 5 5.7	6 5.7
	Subset 2	4.8 4.0 5.8 6.6 8.0 4 2 3 5 8.0 4.0 5.8 6.6 8.0		.01 .5 1.5 1.9		1.0 3.3 4.7 5.7	

# ANALYSIS OF VARIANCE BY EVALUATION

(Includes only those values showing significant changes)

Grp 1=Excellent (1) n=26  
2=Good (2) n=73  
3=Neutral (3) n=25  
4=Unsure (4) n=10  
5=Bad (5) n=1

\*=Significant to the .05 level

\*\*=Significant to the .01 level

\*\*\*=Significant to the .001 level

(Values rounded to nearest tenth for purposes of space reduction)

TERMINAL VALUES		PRETEST		MEAN CHANGES		POST-TEST	
A COMFORTABLE LIFE	F Prob		.022*				
	Subset 1	4 6.4 5	5 7.0 3	4 -1.0 -4.0	3 1 .42	2 .52	4 7.4 5 11.0
	Subset 2	7.0	11.2	11.7	12.4	1	.165 5 11.0 2 3 11.2 11.4 12.0
A SENSE OF ACCOMPLISHMENT	F Prob		.071				
	Subset 1	1 7.5 5	5 8.0 4	4 8.5 3	2 8.6 2	5 2.0	5 6.0 3 7.7 1 4 8.2 9.6
	Subset 2	8.0	8.5	8.6	10.3		.242 3 7.7 8.1 8.2 9.6
MATURE LOVE	F Prob		.229				
	Subset 1	2 7.5 4	4 7.9 1	1 8.1 3	3 8.2 5	5 2.0	4 6.0 2 7.9 1 3 10.2 15.
	Subset 2	7.9	8.1	8.2	17.0		.027* 2 7.9 8.8 10.2 15.
PLEASURE	F Prob		.031*				
	Subset 1	5 2.0 2	2 10.6 3	1 8.8 .62	4 1.8	1 13.	2 9.9 4 10.0 3 11.0 12.2 13.
	Subset 2	10.6 3 11.5	11.5 4 13.1				.188 4 10.0 3 11.0 12.2 13.



INSTRUMENTAL VALUES		PRETEST		MEAN CHANGES		POST-TEST	
SELF-CONTROLLED F Prob Subset 1 Subset 2	4 6.9 3 8.5	3 8.5 5 9.0	5 9.0 2 9.5	.236 3 1 2 -6.0 -2.0 -1.7 -1.5 .4		.051 4 2 3 1 5 8.9 9.1 10.2 12.3 15	
	5 8.5	4 9.0	5 10.7				
GLOBAL VALUES		PRETEST		MEAN CHANGES		POST-TEST	
AUTHORITY F Prob Subset 1 Subset 2	5 8.0	4 11.6	3 13.9	.140 1 2 14.9 15.0		.053 5 1.0 4 13.8 3 2 1 14.1 14.6 15.2	
	5 10.0	4 10.3	3 12.7	.476 3 2 5 -1.7 -.3 -.1 .38 7.0			
CULTURAL PLURALISM F Prob Subset 1 Subset 2	5 10.0	4 10.3	3 13.1	.197 2 3 1 -3.0 -.9 .14 1.5 1.7		.130 1 4 3 5 10.9 11.4 11.6 13.0 4 3 5 2 11.4 11.6 13.0 13.1	
	2 10.6	5 11.0	4 11.3	.053 3 4 5 -2 -.5 -1 1.2 3.3 8.0		.027* 5 4 3 2 1 3.0 7.1 9.9 11.1 11.	
DEMOCRATIC IDEALS F Prob Subset 1	2 10.6	5 11.0	4 11.3	.023* 1 4 10.9 12.0		.142 4 2 3 5 1 8.0 8.3 10.2 11.0 11.	
	5 2.0	2 7.6	3 8.9	.166 2 1 4 -9.0 -1.3 -.7 -.2 2.8			

[illegible]

ANALYSIS OF VARIANCE BY POLITICAL PREFERENCE  
(Includes only those values showing significant changes)

\*=Significant to the .05 level

\*\*=Significant to the .01 level

\*\*\*=Significant to the .001 level

Grp 1=Democrat (N=19)  
2=Republican (N=4)  
3=Liberal (N=41)  
4=Conservative (N=11)  
5=Socialist (N=9)  
6=Moderate (N=7)  
7=Marxist (N=0)  
8=Maoist (N=0)  
9=Communist (N=1)

(Values rounded to nearest tenth for purposes of space reduction)

TERMINAL VALUES		PRETEST		MEAN CHANGES		POST-TEST	
A WORLD OF BEAUTY F Prob Subset 1 Subset 2	9	5	6	.185	.314	5	9
	2	8	10			9.9	11
	6	3	1			11.3	11.3
	10	10.9	11.7			13.9	14.8
HAPPINESS F Prob Subset 1 Subset 2 Subset 3	2	6	1	.559	.017*	2	4
	3	4.7	5.3			1.8	3.9
						4	1
						3.9	4.9
MATURE LOVE F Prob Subset 1 Subset 2	5	3	1	.247	.124	9	5
	6.4	7.1	7.9			3	5.9

INSTRUMENTAL VALUES			PRETEST			MEAN CHANGES			POST-TEST		
BROADMINDED F Prob Subset 1 Subset 2	5	9	6	3	.095	9	2	.936	6	5	.143
	3.9	5	5.6	5.6	1 1 8.8	-2	-3	3	3.9	3	3
	9	6	3	1	2 4			.2	1.4	1	1
	5	5.6	5.6	6.1	8.8 8.8				6	4	4
CAPABLE F Prob Subset 1 Subset 2	2	4	3	1	.027*	2	4	.051	6	5	.994
	5	6.7	8.5	9.7	6 10.3	-3.5	-2.2	3 0	7.8	8	2
	1	9	6	5		9	1	5	3	3	3
	9.7	10	10.3	11.9		0	.7	3.9	8.5	8.8	8.9
CLEAN F Prob Subset 1 Subset 2	9	1	6	2	.081	6	1	.035*	9	2	.719
	11	11.9	13.1	13.5	14 14.1 16.3	-1.9	-1.8	1 1.1	12.5	12.9	13
						2	3	9	4	4	4
						1	1.1	2 2.6	13.4	13.7	15
HELPFUL F Prob Subset 1 Subset 2	9	6	5	3	.330	9	6	.029*	2	4	.552
	1	7.1	7.7	8	1 2 10.8	-11	-2.6	5 3	6.9	8.1	1
						6	5	-2.2	3	6	3
						-2.6	-2.2	4 1.2	8.6	9.7	5
HONEST F Prob Subset 1	9	3	1	5	.030*	9	1	.752	6	3	.284
	3	3.3	4	4.1	4.7 7 7.8	-3	-1	-1	2.6	4.2	5
								-8	5.1	6	1
								-1	7.2	7.3	2

INSTRUMENTAL VALUES		PRETEST		MEAN CHANGES		POST-TEST	
IMAGINATIVE F Prob Subset 1 Subset 2	9	5	3	.072	4	.088	.066
	2	6.1	9.5	4 1 2 6 10.3 10.5 11 11.6	9 5 2 -5.8 -3 -2.1 -1.8 -.7	5 3 1 6 2 4 8.2 8.9 9.8 12.3 12.8 16	
INDEPENDENT F Prob Subset 1 Subset 2	2	5	4	.296	2	.018*	.155
	5	6.3	7.6	1 3 6 9 8.0 9.9 17	4 6 3 1 5 -1.5 -1.4 1 2 2.1	9 5 1 3 2 6 4 4.2 6 6.1 6.5 8.9 9	
LOVING F Prob Subset 1	3	1	2	.462	2	.037*	.202
	5.2	5.3	6 6 7	5 9 4 6 6 8.1 7 7.4	1 3 5 6 4 9 -2.4 -1.1 -.8 .9 2.3 6	9 4 3 5 6 1 2 1 5.1 6.3 6.8 7.3 7.7 10	
OBEDIENT F Prob Subset 1	6	1	4	.086	6	.592	.050*
	12.6	13.7	14.5	3 5 2 9 16 18 15.4 15.4	3 1 5 9 4 2 2 -.4 -.2 -.1 0 1.4	6 4 1 2 5 3 9 13 13.1 13.7 14 15.4 15.5 18	
POLITE F Prob Subset 1 Subset 2	2	9	6	.194	9	.659	.468
	7.5	8	9.9	4 1 5 5 10.6 11.3 12.3	6 2 1 4 3 5 -1.7 -1.3 -1.1 -.7 -.02 .7	2 4 6 5 1 3 9 8.8 11.4 11.6 11.7 12.4 12.5 15.	
GLOBAL VALUES		PRETEST		MEAN CHANGES		POST-TEST	
AUTHORITY F Prob Subset 1	1	4	2	.035*	4	.229	.996
	11.8	12	12.3	6 3 5 9 12.9 15.6 15.9 17	1 1 6 9 3 5 -2.5 -1.7 -1.5 -1.1 0 1.2 1.4	1 6 2 3 5 4 9 13.7 14 14.3 14.4 14.4 14.5 17	



GLOBAL VALUES		PRETEST		MEAN CHANGES		POST-TEST	
CORPORATE ACCOUNTA- BILITY F Prob Subset 1 Subset 2	6	.860 4 1 2 3 5 11.3 11.4 11.7 11.9 12.9	.188 6 9 4 2 1 -4.1 -2 -1.3 -1.3 .3 9 4 2 1 3 5 -2 -1.3 -1.3 .3 .6 1.6	.696 1 5 3 4 9 2 6 11.1 11.3 11.4 12.5 13 13.3 14.3			
	10						
CULTURAL PLURALISM F Prob Subset 1 Subset 2	9	.018* 5 10.7 4 1 4 3 6 2 10.7 12.5 13.6 13.7 14.3 14.3	.566 9 1 4 5 3 2 6 -3 -.1 .2 1 1.2 1.3 3.3	.229 9 5 6 3 1 2 4 7 9.7 11 12.4 12.5 12.7 13.5			
	4						
DEMOCRATIC IDEALS F Prob Subset 1	9	.330 5 3 4 1 2 6 8.9 10.2 11.9 11.9 12.7 12.7	.317 3 4 2 1 9 5 6 -.6 -.1 0 .2 2 3 3.3	.011* 9 5 6 3 1 4 2 5 5.9 9.4 10.8 11.8 12 12.7			
	7						
ECOLOGICAL BALANCE F Prob Subset 1 Subset 2	9	.498 2 5 3 1 4 6 5.7 6.3 8.1 8.2 9.1 10.4	.065 5 2 1 9 -3.9 -1.8 -.7 0 2 1 9 3 6 4 -1.8 -.7 0 .1 2.4 2.6	.561 9 4 2 3 6 1 5 2 6.5 8 8 8 8.9 10.2			
	2						
ORDER F Prob Subset 1	2	.065 4 6 1 3 5 9 9.3 10.1 10.4 11.8 14.1 18	.496 2 6 3 4 9 5 1 .3 -1 -.7 -.4 0 1.3 1.8	.024* 1 4 2 6 3 5 9 8.5 9.6 10 11.1 12.6 12.8 18			
	6						

[illegible]

## APPENDIX G

## Frequency Distributions

THE GLOBAL SURVIVAL FRESHMAN YEAR PROGRAM  
(Pretest)

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
A COMFORTABLE LIFE																				
Men	0	1	0	1	0	0	1	1	0	0	1	0	3	2	1	2	3	3	19	13.21
Women	0	0	0	0	0	0	1	0	0	1	0	0	1	1	2	4	5	5	20	15.65
Group	0	1	0	1	0	0	2	1	0	1	1	0	4	3	3	6	8	8	39	14.46
AN EXCITING LIFE																				
Men	0	0	1	3	1	0	3	2	2	1	0	0	1	2	2	0	1	0	19	9.11
Women	1	1	1	1	0	0	1	1	2	1	2	4	1	1	0	1	2	0	20	10.00
Group	1	1	2	4	1	0	4	3	4	2	2	4	2	3	2	1	3	0	39	9.56
A SENSE OF ACCOMPLISHMENT																				
Men	1	1	1	0	2	2	1	0	1	1	1	3	0	2	1	1	1	0	19	8.74
Women	2	3	1	0	3	1	0	2	0	2	2	3	0	0	1	0	0	0	20	7.05
Group	3	4	2	0	5	3	1	2	1	3	3	6	0	2	2	1	1	0	39	7.87
A WORLD AT PEACE																				
Men	1	0	0	3	3	2	1	1	2	0	3	1	0	1	0	0	1	0	19	7.84
Women	2	1	0	3	3	3	2	0	1	2	0	0	2	0	0	1	0	0	20	6.70
Group	3	1	0	6	6	5	3	1	3	2	3	1	2	1	0	1	1	0	39	7.26
A WORLD OF BEAUTY																				
Men	0	1	1	0	2	3	2	3	2	0	2	1	1	0	1	0	0	0	19	7.95
Women	1	1	2	0	1	2	2	1	2	1	3	2	1	1	0	0	0	0	20	8.00
Group	1	2	3	0	3	5	5	4	4	1	5	3	2	1	1	0	0	0	39	7.97

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>EQUALITY</b>																				
Men	0	1	0	0	0	3	3	2	1	3	0	4	1	0	1	0	0	0	19	9.05
Women	1	0	0	3	3	1	0	7	0	0	2	3	0	0	0	0	0	0	20	7.40
Group	1	1	0	3	3	4	3	9	1	3	2	7	1	0	1	0	0	0	39	8.21
<b>FAMILY SECURITY</b>																				
Men	0	2	0	3	1	0	1	0	2	2	1	2	1	1	1	1	0	1	19	9.32
Women	0	0	0	2	1	0	2	1	1	1	1	0	2	4	0	4	1	0	20	11.4
Group	0	2	0	5	2	0	3	1	3	3	2	2	3	5	1	5	1	1	39	10.38
<b>FREEDOM</b>																				
Men	1	2	3	2	3	0	2	4	1	0	0	0	1	0	0	0	0	0	19	5.68
Women	2	1	2	5	2	3	1	2	1	1	0	0	0	0	0	0	0	0	20	5.00
Group	3	3	5	7	5	3	3	6	2	0	0	1	0	0	0	0	0	0	39	5.33
<b>HAPPINESS</b>																				
Men	7	0	2	0	0	1	1	0	2	0	3	1	1	1	0	0	0	0	19	6.11
Women	3	1	0	0	1	1	2	2	3	1	1	3	0	0	2	0	0	0	20	8.00
Group	10	1	2	0	1	2	3	2	5	1	4	4	1	1	2	0	0	0	39	7.08
<b>INNER HARMONY</b>																				
Men	1	4	2	0	0	1	0	1	1	1	2	0	2	2	0	1	1	0	19	8.26
Women	4	4	2	1	1	1	0	0	3	2	0	1	1	0	0	0	0	0	20	5.25
Group	5	8	4	1	1	2	0	1	4	3	2	1	3	2	0	1	1	0	39	6.72
<b>MATURE LOVE</b>																				
Men	0	2	2	2	3	0	0	1	0	4	2	1	0	1	0	1	0	0	19	7.63
Women	0	0	3	1	1	3	1	0	3	1	1	2	3	1	0	0	0	0	20	8.40
Group	0	2	5	3	4	3	1	1	3	5	3	3	3	2	0	1	0	0	39	8.03



Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
NATIONAL SECURITY																				
Men	0	0	0	0	0	0	0	0	0	1	1	2	0	1	5	3	4	2	19	15.05
Women	0	0	0	0	1	0	0	0	1	2	2	1	0	2	4	2	3	2	20	13.75
Group	0	0	0	0	1	0	0	0	1	3	3	3	0	3	9	5	7	4	39	14.38
PLEASURE																				
Men	0	0	0	0	0	0	0	0	1	1	1	0	2	2	5	4	2	1	19	14.47
Women	0	1	0	0	0	0	0	0	0	1	0	1	4	5	3	2	2	1	20	13.75
Group	0	1	0	0	0	0	0	0	1	2	1	1	6	7	8	6	4	2	39	14.10
SALVATION																				
Men	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	4	3	9	19	15.21
Women	2	0	2	0	0	0	0	0	0	1	1	0	0	1	0	1	2	10	20	13.65
Group	4	0	2	0	0	0	0	0	0	2	1	0	0	1	0	5	5	19	39	14.41
SELF-RESPECT																				
Men	0	1	3	1	1	3	1	1	2	0	2	1	1	0	1	0	1	0	19	7.89
Women	1	1	4	0	1	0	2	1	2	3	1	0	1	0	2	1	0	0	20	8.00
Group	1	2	7	1	2	3	3	2	4	3	3	1	2	0	3	1	1	0	39	7.95
SOCIAL RECOGNITION																				
Men	0	0	0	0	0	0	0	0	0	1	1	1	5	4	1	1	2	3	19	14.37
Women	0	0	0	0	0	0	1	0	0	0	1	0	2	2	5	2	5	2	20	15.00
Group	0	0	0	0	0	0	1	0	0	1	2	1	7	6	6	3	7	5	39	14.69
TRUE FRIENDSHIP																				
Men	1	3	3	2	2	2	2	1	0	2	0	1	0	0	0	0	0	0	19	5.26
Women	0	2	2	1	1	4	3	2	0	0	3	0	1	0	1	0	0	0	20	7.05
Group	1	5	5	3	3	6	5	3	0	2	3	1	1	0	1	0	0	0	39	6.18
WISDOM																				
Men	5	1	1	2	1	2	1	2	2	0	0	1	0	0	0	1	0	0	19	5.47
Women	1	4	1	3	1	0	3	2	1	0	0	0	1	1	1	1	0	0	20	6.65
Group	6	5	2	5	2	2	4	4	3	0	0	1	1	1	1	2	0	0	39	6.08

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>AMBITIOUS</b>																				
Men	0	2	0	2	0	2	0	1	2	2	0	0	1	0	2	2	3	0	19	10.32
Women	0	1	0	1	0	4	0	0	4	0	2	1	0	2	2	2	1	0	20	10.35
Group	0	3	0	3	0	6	0	1	6	2	2	1	1	2	4	4	4	0	39	10.33
<b>BROADMINDED</b>																				
Men	3	2	4	3	3	1	1	0	0	1	0	0	1	0	0	0	0	0	19	4.42
Women	3	1	3	0	5	2	1	1	3	1	0	0	0	0	0	0	0	0	20	5.15
Group	6	3	7	3	8	3	2	1	3	2	0	0	1	0	0	0	0	0	39	4.79
<b>CAPABLE</b>																				
Men	0	2	1	1	2	1	0	3	0	4	2	0	0	1	0	2	0	0	19	8.37
Women	2	1	0	1	0	2	0	2	0	5	1	3	0	0	2	0	1	0	20	9.00
Group	2	3	1	2	2	3	0	5	0	9	3	3	0	1	2	2	1	0	39	8.69
<b>CHEERFUL</b>																				
Men	1	1	0	1	0	1	4	0	0	0	3	4	1	2	1	0	0	0	19	9.37
Women	0	0	1	0	1	0	2	2	1	1	2	4	4	1	1	0	0	0	20	9.40
Group	1	1	1	1	1	1	6	2	1	1	5	8	5	3	2	0	0	0	39	9.38
<b>CLEAN</b>																				
Men	0	0	0	0	0	0	0	0	1	2	3	3	0	1	2	2	4	0	18	13.44
Women	0	0	0	0	1	1	0	0	2	0	1	2	0	3	3	3	2	2	20	13.44
Group	0	0	0	0	1	1	0	0	3	2	4	5	0	4	5	5	6	2	38	13.29
<b>COURAGEOUS</b>																				
Men	0	0	2	2	2	2	0	2	1	0	3	0	3	1	1	0	0	0	19	8.53
Women	0	1	1	2	1	4	1	1	1	2	2	2	1	0	1	0	0	0	20	8.00
Group	0	1	3	4	3	6	1	3	2	2	5	2	4	1	2	0	0	0	39	8.26

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
FORGIVING																				
Men	0	1	1	0	1	0	1	2	1	2	0	2	5	1	0	2	0	0	19	10.37
Women	1	0	3	2	1	2	3	2	0	2	2	0	0	1	1	0	0	0	20	7.85
Group	1	1	4	2	2	2	4	4	1	4	2	2	5	2	1	2	0	0	39	9.08
HELPFUL																				
Men	1	2	0	0	2	1	1	1	4	0	0	3	1	2	1	0	0	0	19	8.63
Women	2	4	2	1	2	1	1	1	2	0	1	0	2	0	1	0	0	0	20	6.05
Group	3	6	2	1	4	2	2	2	6	0	1	3	3	2	2	0	0	0	39	7.31
HONEST																				
Men	10	1	1	1	2	2	0	0	1	0	0	0	0	0	1	0	0	0	19	3.42
Women	7	7	4	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	20	2.40
Group	17	8	5	2	2	2	0	0	1	0	1	0	0	0	1	0	0	0	39	2.90
IMAGINATIVE																				
Men	0	2	0	0	2	1	4	3	1	2	2	1	1	0	0	0	0	0	19	7.79
Women	3	1	2	1	0	1	2	2	0	1	0	1	2	1	2	1	0	0	20	7.95
Group	3	3	2	1	2	2	6	5	1	3	2	2	3	1	2	1	0	0	39	7.87
INDEPENDENT																				
Men	1	1	2	1	2	4	1	1	1	0	1	0	0	0	0	1	2	1	19	7.89
Women	1	1	1	0	4	0	1	3	1	1	1	1	2	2	0	0	1	0	20	8.50
Group	2	2	3	1	6	4	2	4	2	1	2	1	2	2	0	1	3	1	39	8.21
LOGICAL																				
Men	1	0	0	2	0	1	0	0	1	4	1	1	0	1	3	2	2	0	19	10.84
Women	0	0	0	2	1	1	3	1	1	0	2	0	2	2	0	3	1	1	20	10.80
Group	1	0	0	4	1	2	3	1	2	4	3	1	2	3	3	5	3	1	39	10.82

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
LOVING																				
Men	1	1	5	0	1	1	1	1	2	0	0	2	3	0	0	1	0	0	19	7.42
Women	1	2	3	5	2	0	3	0	1	0	0	0	1	0	0	2	0	0	20	5.95
Group	2	3	8	5	3	1	4	1	3	0	0	2	4	0	0	3	0	0	39	6.67
OBEDIENT																				
Men	0	1	0	0	0	0	0	0	0	0	0	0	0	4	4	4	4	2	19	14.42
Women	0	0	0	0	0	0	1	0	1	1	1	1	1	0	0	2	12	0	20	14.90
Group	0	1	0	0	0	0	1	0	1	1	1	1	1	4	4	6	16	2	39	14.67
POLITE																				
Men	0	0	1	0	0	1	0	2	0	1	2	2	0	3	3	2	2	0	19	12.00
Women	0	0	0	0	0	2	0	1	0	0	2	3	1	5	2	3	1	0	20	12.80
Group	0	0	1	0	0	3	0	3	0	1	4	5	1	8	5	5	3	0	39	12.41
RESPONSIBLE																				
Men	1	3	1	4	0	1	4	0	2	1	1	0	0	1	0	0	0	0	19	5.95
Women	0	2	0	3	3	1	2	2	1	3	0	1	0	1	0	1	0	0	20	7.40
Group	0	5	0	7	3	2	6	2	3	4	0	1	0	2	0	1	0	0	39	6.69
SELF-CONTROLLED																				
Men	0	1	1	2	2	0	1	3	2	0	1	0	1	2	1	0	2	0	19	8.79
Women	0	0	0	0	1	1	0	3	2	3	1	0	3	0	4	1	1	0	20	11.3
Group	0	1	1	2	3	1	1	6	4	3	2	0	4	2	5	1	3	0	39	10.08

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>AUTHORITY</b>																				
Men	0	0	1	1	0	0	0	0	0	1	2	0	0	3	0	2	3	5	19	13.74
Women	0	0	0	0	0	0	0	0	1	0	0	0	1	2	1	1	3	10	19	16.11
Group	0	0	1	1	0	0	0	0	1	1	2	0	1	5	1	3	6	15	38	14.92
<b>CORPORATE ACCOUNTABILITY</b>																				
Men	0	0	1	0	1	0	2	0	3	0	2	4	1	2	0	1	2	0	19	11.05
Women	0	0	0	1	1	0	1	1	1	2	2	2	2	2	1	2	1	0	19	11.42
Group	0	0	1	1	2	0	3	1	4	2	4	6	3	4	1	3	3	0	38	11.24
<b>CULTURAL PLURALISM</b>																				
Men	0	0	0	1	1	0	0	3	0	0	2	2	5	1	0	0	1	2	18	11.72
Women	0	0	0	0	0	1	1	2	3	2	2	3	0	1	1	2	1	0	19	11.16
Group	0	0	0	1	1	1	1	5	3	2	4	5	5	2	1	2	2	2	37	11.43
<b>DEMOCRATIC IDEALS</b>																				
Men	0	1	0	0	5	0	1	0	1	0	2	3	3	0	0	0	2	1	19	9.79
Women	0	0	0	1	1	2	2	0	3	3	3	0	1	0	0	2	0	1	19	9.89
Group	0	1	0	1	6	2	3	0	4	3	5	3	4	0	0	2	2	2	38	9.84
<b>ECOLOGICAL BALANCE</b>																				
Men	1	5	4	1	1	1	2	3	0	1	0	0	0	0	0	0	0	0	19	4.53
Women	3	3	2	2	2	1	2	1	0	2	0	1	0	0	0	0	0	0	19	4.89
Group	4	8	6	3	3	2	4	4	0	3	0	1	0	0	0	0	0	0	38	4.71
<b>ECONOMIC JUSTICE</b>																				
Men	0	0	2	1	1	3	1	1	2	3	1	0	1	1	0	2	0	0	19	8.74
Women	0	0	0	0	1	1	2	4	3	0	2	1	0	0	1	2	2	0	19	10.47
Group	0	0	2	1	2	4	3	5	5	3	3	1	1	1	1	4	2	0	38	9.61



Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>HUMAN WELL-BEING</b>																				
Men	3	3	4	1	0	3	1	1	0	2	1	0	0	0	0	0	0	0	19	4.68
Women	7	4	3	1	0	2	1	0	0	0	0	1	0	0	0	0	0	0	19	3.11
Group	10	7	7	2	0	5	2	1	0	2	1	1	0	0	0	0	0	0	38	3.89
<b>INDIVIDUALISM</b>																				
Men	3	1	1	2	2	0	0	0	0	2	0	1	0	2	4	1	0	0	19	8.53
Women	1	2	2	2	3	1	0	1	0	2	1	0	3	0	1	0	0	0	19	7.00
Group	4	3	3	4	5	1	0	1	0	4	1	1	3	2	5	1	0	0	38	7.76
<b>INNOVATION</b>																				
Men	0	0	1	3	1	1	3	0	1	2	2	1	1	0	3	0	0	0	19	8.84
Women	0	1	0	1	1	2	1	1	1	1	2	1	1	4	0	0	1	1	19	10.26
Group	0	1	1	4	2	3	4	1	2	3	4	2	2	4	3	0	1	1	38	9.55
<b>INTERNATIONAL COOPERATION</b>																				
Men	0	1	2	2	1	3	1	2	1	1	1	2	0	1	1	0	0	0	19	7.63
Women	0	1	4	1	2	2	1	3	0	0	0	2	1	0	0	0	2	0	19	7.47
Group	0	2	6	3	3	5	2	5	1	1	1	4	1	1	1	0	2	0	38	7.55
<b>MORAL RESPONSIBILITY</b>																				
Men	0	1	1	2	1	2	1	1	0	0	0	2	0	1	2	2	1	2	19	10.42
Women	2	1	2	2	1	1	3	1	2	0	0	1	1	0	1	0	0	1	19	7.05
Group	2	2	3	4	2	3	4	2	2	0	0	3	1	1	3	2	1	3	38	8.74
<b>ORDER</b>																				
Men	0	1	0	0	0	0	0	2	0	0	1	0	1	2	1	4	3	4	19	14.32
Women	0	0	2	0	0	0	0	2	2	1	1	0	1	4	2	2	2	1	19	12.21
Group	0	1	2	0	0	0	0	4	2	1	2	0	2	3	5	6	5	5	38	13.26

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
PLEASURE																				
Men	0	0	0	1	0	1	0	0	0	0	0	1	2	2	3	4	5	0	19	14.21
Women	0	0	0	0	0	0	2	2	1	1	1	5	0	2	2	1	2	0	19	12.00
Group	0	0	0	1	0	1	2	2	1	1	1	6	2	4	5	5	7	0	38	13.11
RACIAL																				
EQUALITY																				
Men	0	1	0	0	2	3	0	2	5	1	1	1	0	1	2	0	0	0	19	8.84
Women	0	0	2	3	2	4	0	1	0	2	1	0	3	1	0	0	0	0	19	7.58
Group	0	1	2	3	4	7	0	3	5	3	2	1	3	2	2	0	0	0	38	8.21
SEXUAL																				
EQUALITY																				
Men	0	0	0	0	1	0	3	2	3	2	2	1	0	1	2	0	2	0	19	10.58
Women	0	0	1	1	3	1	2	0	1	0	1	2	2	3	2	0	0	0	19	9.68
Group	0	0	1	1	4	1	5	2	4	2	3	3	2	4	4	0	2	0	38	10.13
SOCIAL																				
JUSTICE																				
Men	0	4	1	3	1	2	2	1	1	2	1	0	0	0	1	0	0	0	19	6.16
Women	0	4	0	4	2	1	3	0	1	0	2	0	0	1	0	1	0	0	19	6.42
Group	0	8	1	7	3	3	5	1	2	2	3	0	0	1	1	1	0	0	38	6.29
SOCIAL																				
RECOGNITION																				
Men	0	0	0	0	1	0	1	1	0	2	1	1	2	0	2	3	1	4	19	13.47
Women	0	0	0	0	0	0	0	0	0	1	1	0	0	1	3	5	4	4	19	15.79
Group	0	0	0	0	1	0	1	1	0	3	2	1	2	1	5	8	5	8	38	14.63
SURVIVAL																				
Men	12	1	1	1	0	0	1	1	2	0	0	0	0	0	0	0	0	0	19	2.84
Women	6	2	2	0	2	1	0	0	0	2	0	0	3	0	1	0	0	0	19	5.58
Group	18	3	3	1	2	1	1	1	2	2	0	0	3	0	1	0	0	0	38	4.21

THE GLOBAL SURVIVAL FRESHMAN YEAR PROGRAM  
(Post-test)

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
A COMFORTABLE LIFE																				
Men	0	0	0	0	1	0	0	1	0	0	2	1	2	5	1	1	4	1	19	13.68
Women	0	0	0	0	0	1	0	0	0	1	2	1	2	2	1	6	4	0	20	13.15
Group	0	0	0	0	1	1	0	1	0	1	4	2	4	7	2	7	8	1	39	13.41
AN EXCITING LIFE																				
Men	0	1	1	0	0	1	2	1	2	1	3	1	1	1	2	2	0	0	19	10.26
Women	2	0	0	1	1	1	1	1	2	1	1	1	2	1	2	3	0	0	20	9.40
Group	2	1	1	1	1	2	3	2	4	2	4	2	3	2	4	5	0	0	39	9.82
A SENSE OF ACCOMPLISHMENT																				
Men	0	0	0	1	1	3	1	0	2	4	0	3	1	1	0	1	1	0	19	9.87
Women	1	2	2	1	2	1	1	1	3	1	1	1	0	1	2	0	0	0	20	7.50
Group	1	2	2	2	3	4	2	1	5	5	1	4	1	2	2	1	1	0	39	8.67
A WORLD AT PEACE																				
Men	2	0	0	5	1	3	2	1	2	0	0	0	1	1	0	1	0	0	19	6.74
Women	1	3	2	0	1	2	0	1	0	4	3	0	0	1	2	0	0	0	20	7.75
Group	3	3	2	5	2	5	2	2	2	4	3	0	1	2	2	1	0	0	39	7.26
A WORLD OF BEAUTY																				
Men	0	0	1	1	1	2	0	2	2	3	2	1	1	1	2	0	0	0	19	9.42
Women	0	2	2	2	1	0	1	1	0	2	1	3	2	2	1	0	0	0	20	8.70
Group	0	2	3	3	2	2	1	3	2	5	3	4	3	3	3	0	0	0	39	9.05

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>EQUALITY</b>																				
Men	0	2	0	2	1	0	3	1	3	1	1	1	1	1	1	1	0	0	19	8.63
Women	2	1	1	1	1	2	1	2	2	0	2	2	2	0	0	1	0	0	20	7.85
Group	2	3	1	3	2	2	4	3	5	1	3	3	3	1	1	2	0	0	39	8.23
<b>FAMILY SECURITY</b>																				
Men	1	0	0	0	0	0	1	1	2	3	4	1	2	0	2	1	1	0	19	11.0
Women	0	1	1	2	0	2	1	1	1	0	1	2	2	1	2	2	1	0	20	10.5
Group	1	1	1	2	0	2	2	2	3	3	5	3	4	1	4	3	2	0	39	10.56
<b>FREEDOM</b>																				
Men	1	1	5	2	1	0	0	2	0	2	0	3	1	1	0	0	0	0	19	6.84
Women	1	4	3	4	3	1	2	0	0	1	0	0	0	1	0	0	0	0	20	4.65
Group	2	5	8	6	4	1	2	2	0	3	0	3	1	2	0	0	0	0	39	5.72
<b>HAPPINESS</b>																				
Men	7	1	1	0	2	0	1	2	0	0	0	1	2	1	1	0	0	0	19	5.89
Women	3	1	1	1	2	1	1	2	3	2	2	0	0	0	0	0	1	1	20	6.90
Group	10	2	2	1	4	1	2	4	3	2	2	1	2	1	1	0	0	1	39	6.41
<b>INNER HARMONY</b>																				
Men	1	5	1	1	1	0	2	2	1	0	1	0	0	3	1	0	0	0	19	6.84
Women	4	5	1	1	1	3	0	3	0	1	0	0	0	1	0	0	0	0	20	4.6
Group	5	10	2	2	2	3	2	5	1	1	1	0	0	4	1	0	0	0	39	5.69
<b>MATURE LOVE</b>																				
Men	0	2	2	1	2	4	2	0	1	0	0	2	2	0	0	1	0	0	19	7.2
Women	0	0	1	0	3	0	4	1	0	1	2	5	0	2	1	0	0	0	20	9.45
Group	0	2	3	1	5	4	6	1	1	1	2	7	2	2	1	1	0	0	39	8.36

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>NATIONAL SECURITY</b>																				
Men	0	0	0	0	0	0	0	0	0	2	1	0	1	1	1	3	3	7	19	15.68
Women	0	0	0	0	0	0	3	1	1	0	0	0	1	2	1	2	5	4	20	14.15
Group	0	0	0	0	0	0	3	1	1	2	1	0	2	3	2	5	8	11	39	14.90
<b>PLEASURE</b>																				
Men	0	0	1	1	0	1	1	1	1	1	2	3	2	1	2	2	0	0	19	10.89
Women	0	0	0	0	0	1	0	1	1	2	2	3	2	3	4	0	1	0	20	12.30
Group	0	0	1	1	0	2	1	2	2	3	4	5	4	4	6	2	1	0	39	11.62
<b>SALVATION</b>																				
Men	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1	6	9	19	16.79
Women	3	0	0	0	1	0	0	0	0	0	0	0	2	1	0	0	2	11	20	14.0
Group	3	0	0	0	1	0	0	0	0	0	1	0	3	1	1	1	8	20	39	15.36
<b>SELF-RESPECT</b>																				
Men	0	3	2	2	3	2	2	1	1	1	0	0	0	0	1	0	1	0	19	6.32
Women	2	2	2	3	0	3	2	0	2	1	2	0	1	0	0	0	0	0	20	5.95
Group	2	5	4	5	3	5	4	1	3	2	2	0	1	0	1	0	1	0	39	6.13
<b>SOCIAL RECOGNITION</b>																				
Men	0	0	0	1	0	1	0	0	1	0	1	0	1	1	5	4	2	2	19	14.00
Women	0	0	0	0	0	1	1	1	0	0	0	0	2	1	2	3	5	4	20	14.80
Group	0	0	0	1	0	2	1	1	1	0	1	0	3	2	7	7	7	6	39	14.41
<b>TRUE FRIENDSHIP</b>																				
Men	2	2	4	0	4	1	2	1	1	1	0	1	0	0	0	0	0	0	19	5.11
Women	1	0	2	3	1	0	2	2	3	3	1	1	0	0	0	1	0	0	20	7.5
Group	3	2	6	3	5	1	4	3	4	4	1	2	0	0	0	1	0	0	39	6.33



Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>WISDOM</b>																				
Men	5	2	1	2	1	1	0	3	0	0	1	1	0	0	0	1	1	0	19	5.84
Women	3	2	1	1	3	1	1	3	2	1	0	0	0	0	0	1	1	0	20	6.35
Group	8	4	2	3	4	2	1	6	2	1	1	1	0	0	0	2	2	0	39	6.10
<b>AMBITIOUS</b>																				
Men	1	0	0	0	0	1	2	3	2	0	0	0	2	2	2	2	1	1	19	11.26
Women	0	2	0	1	2	0	0	3	2	0	2	1	0	3	3	1	0	0	20	9.85
Group	1	2	0	1	2	1	2	6	4	0	2	1	2	5	5	3	1	1	39	10.54
<b>BROADMINDED</b>																				
Men	3	3	3	2	0	2	2	0	1	1	0	1	0	0	1	0	0	0	19	5.16
Women	4	1	5	2	2	1	0	2	3	0	0	0	0	0	0	0	0	0	20	4.40
Group	7	4	8	4	2	3	2	2	4	1	0	1	0	0	1	0	0	0	39	4.77
<b>CAPABLE</b>																				
Men	1	4	1	1	2	1	0	2	0	1	3	1	0	1	0	1	0	0	19	7.00
Women	1	1	1	1	1	2	1	0	2	3	1	1	1	2	0	1	1	0	20	8.95
Group	2	5	2	2	3	3	1	2	2	4	4	2	1	3	0	2	1	0	39	8.00
<b>CHEERFUL</b>																				
Men	0	0	0	4	1	0	0	2	1	3	0	3	1	2	1	1	0	0	19	9.68
Women	0	0	0	1	0	0	4	2	3	4	2	1	1	0	1	0	1	0	20	9.70
Group	0	0	0	5	1	0	4	4	4	7	2	4	2	2	2	1	1	0	39	9.69
<b>CLEAN</b>																				
Men	0	0	1	0	0	0	1	1	1	0	3	1	2	0	1	3	4	0	18	12.72
Women	0	0	0	0	0	0	0	0	0	1	1	3	2	1	4	4	4	0	20	14.45
Group	0	0	1	0	0	0	1	1	1	1	4	4	4	1	5	7	8	0	38	13.63
<b>COURAGEOUS</b>																				
Men	0	1	0	1	2	1	1	0	2	1	3	1	0	2	3	1	0	0	19	10.05
Women	1	0	2	2	1	1	1	4	2	1	0	2	1	0	1	0	1	0	20	8.10
Group	1	1	2	3	3	2	2	4	4	2	3	3	1	2	4	1	1	0	39	9.05

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
FORGIVING																				
Men	0	0	3	1	3	2	2	2	1	0	0	2	2	0	1	0	0	0	19	7.58
Women	0	2	2	4	3	1	1	2	0	1	0	0	2	2	0	0	0	0	20	6.70
Group	0	2	5	5	6	3	3	4	1	1	0	2	4	2	1	0	0	0	39	7.13
HELPFUL																				
Men	0	0	2	3	1	1	2	0	0	3	0	1	4	1	1	0	0	0	19	8.74
Women	0	3	1	3	0	2	1	1	0	0	3	0	1	5	0	0	0	0	20	8.20
Group	0	3	3	6	1	3	3	1	0	3	3	1	5	6	1	0	0	0	39	8.46
HONEST																				
Men	6	1	2	1	2	3	1	0	2	0	1	0	0	0	0	0	0	0	19	4.32
Women	6	5	2	1	2	1	2	0	0	1	0	0	0	0	0	0	0	0	20	3.3
Group	12	6	4	2	4	4	3	0	2	1	1	0	0	0	0	0	0	0	39	3.79
IMAGINATIVE																				
Men	1	1	0	1	3	3	0	0	2	2	2	0	2	1	0	0	1	0	19	8.26
Women	1	3	0	2	2	1	1	2	1	1	0	2	0	0	1	2	1	0	20	9.05
Group	2	4	0	3	5	4	1	2	3	3	2	2	2	1	1	2	2	0	39	8.15
INDEPENDENT																				
Men	2	3	0	2	3	2	1	4	0	0	0	2	0	0	0	0	0	0	19	5.58
Women	5	1	1	0	0	3	2	1	2	3	0	1	0	0	0	1	0	0	20	6.3
Group	7	4	1	2	3	5	3	5	2	3	0	3	0	0	0	1	0	0	39	5.95
LOGICAL																				
Men	0	0	2	1	1	0	2	1	2	2	0	1	1	2	1	3	0	0	19	10.05
Women	0	0	2	0	1	1	1	1	1	1	4	0	3	0	2	1	2	0	20	10.7
Group	0	0	4	1	2	1	3	2	3	3	4	1	4	2	3	4	2	0	39	10.38

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
LOVING																				
Men	3	2	0	1	1	3	2	0	0	2	1	2	0	1	1	0	0	0	19	6.95
Women	2	2	3	2	3	2	2	0	2	0	1	1	0	0	0	0	0	0	20	5.25
Group	5	4	3	3	4	5	4	0	2	2	2	3	0	1	1	0	0	0	39	6.08
OBEDIENT																				
Men	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	4	9	0	19	15.37
Women	0	0	0	0	0	1	0	0	0	0	0	2	3	3	1	2	8	0	20	14.70
Group	0	0	0	0	0	1	0	0	0	1	1	3	4	4	2	6	17	0	39	15.03
POLITE																				
Men	0	0	0	0	0	0	0	1	2	1	1	2	0	3	4	3	2	0	19	13.42
Women	0	0	0	0	0	1	0	1	0	0	3	2	3	2	3	4	1	0	20	13.20
Group	0	0	0	0	0	1	0	2	2	1	4	4	3	5	7	7	3	0	39	13.31
RESPONSIBLE																				
Men	0	1	3	0	0	0	3	2	1	3	2	1	2	0	0	1	0	0	19	8.58
Women	1	1	1	1	3	3	3	1	1	2	2	0	1	0	0	0	0	0	20	6.80
Group	1	2	4	1	3	3	6	3	2	5	4	1	3	0	0	1	0	0	39	7.67
SELF-CONTROLLED																				
Men	2	2	2	1	0	0	0	1	2	0	1	0	2	2	1	1	2	0	19	9.16
Women	1	1	0	0	0	0	1	0	0	2	1	3	3	1	3	3	1	0	20	12.00
Group	3	3	2	1	0	0	1	1	2	2	2	3	5	3	4	4	3	0	39	10.62
AUTHORITY																				
Men	0	0	0	0	1	0	1	0	0	0	1	0	0	1	4	1	3	7	19	15.26
Women	0	0	0	0	0	0	0	0	0	1	0	0	0	1	3	1	6	7	19	16.47
Group	0	0	0	0	1	0	1	0	0	1	1	0	0	2	7	2	9	14	38	15.87

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>CORPORATE ACCOUNTABILITY</b>																				
Men	0	0	1	0	0	0	1	3	0	0	2	0	1	2	4	3	1	1	19	12.63
Women	0	1	1	0	0	1	1	2	0	2	2	0	1	3	2	0	2	1	19	11.16
Group	0	1	2	0	0	1	2	5	0	2	4	0	2	5	6	3	3	2	38	11.89
<b>CULTURAL PLURALISM</b>																				
Men	0	1	0	2	0	1	2	3	1	0	0	1	1	3	0	1	1	1	18	10.06
Women	1	0	0	0	1	2	2	2	1	0	0	1	1	3	0	1	1	1	19	10.26
Group	1	1	0	2	1	3	4	5	2	0	0	2	2	6	0	2	2	2	37	10.16
<b>DEMOCRATIC IDEALS</b>																				
Men	0	1	1	3	1	3	5	0	0	0	0	1	0	0	4	0	0	0	19	7.74
Women	0	0	0	1	1	3	1	1	3	2	1	0	2	0	1	1	1	1	19	10.11
Group	0	1	1	4	2	6	6	1	3	2	1	1	2	0	5	1	1	1	38	8.92
<b>ECOLOGICAL BALANCE</b>																				
Men	1	1	3	2	4	4	1	1	0	1	1	0	0	0	0	0	0	0	19	5.26
Women	2	6	0	0	0	4	1	1	1	1	0	1	1	1	0	0	0	0	19	5.84
Group	3	7	3	2	4	8	2	2	1	2	1	1	1	1	0	0	0	0	38	5.55
<b>ECONOMIC JUSTICE</b>																				
Men	0	2	3	0	1	3	1	0	1	3	0	1	2	1	0	0	1	0	19	7.95
Women	1	0	0	1	3	0	3	1	3	1	0	1	1	0	1	3	0	0	19	9.16
Group	1	2	3	1	4	3	4	1	4	4	0	2	3	1	1	3	1	0	38	8.55

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
HUMAN WELL-BEING																				
Men	6	5	0	4	1	0	1	0	0	0	0	2	0	0	0	0	0	0	19	3.58
Women	7	3	3	1	1	1	0	2	0	0	0	0	0	1	0	0	0	0	19	3.53
Group	13	8	3	5	2	1	1	2	0	0	0	2	0	1	0	0	0	0	38	3.55
INDIVIDUALISM																				
Men	2	1	4	1	1	1	0	1	2	0	3	0	0	2	0	1	0	0	19	7.05
Women	1	4	0	3	2	1	0	0	3	1	1	2	0	1	0	0	0	0	19	6.47
Group	3	5	4	4	3	2	0	1	5	1	4	2	0	3	0	1	0	0	38	6.76
INNOVATION																				
Men	1	0	0	1	0	1	1	3	1	1	3	3	0	2	1	0	0	1	19	10.05
Women	1	0	2	2	1	0	2	0	1	0	3	0	1	1	3	2	0	0	19	9.47
Group	2	0	2	3	1	1	3	3	2	1	6	3	1	3	4	2	0	1	38	9.76
INTERNATIONAL COOPERATION																				
Men	0	2	2	2	1	1	0	1	2	2	0	2	2	1	0	1	0	0	19	8.16
Women	2	0	2	0	1	1	2	3	1	1	1	1	0	2	1	1	0	0	19	8.32
Group	2	2	4	2	2	2	2	4	3	3	1	3	2	3	1	2	0	0	38	8.24
MORAL RESPONSIBILITY																				
Men	1	1	1	0	2	0	0	2	4	1	2	0	0	1	0	2	0	2	19	9.58
Women	1	2	4	1	1	1	0	1	1	0	2	1	1	0	0	1	1	1	19	7.74
Group	2	3	5	1	3	1	0	3	5	1	4	1	1	1	0	3	1	3	38	8.66
ORDER																				
Men	0	0	0	0	0	0	1	0	2	1	0	0	2	1	2	4	5	1	19	14.32
Women	0	0	1	1	1	0	0	2	0	2	2	0	1	2	1	2	3	1	19	11.95
Group	0	0	1	1	1	0	1	2	2	3	2	0	3	3	3	6	8	2	38	13.13



Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
PLEASURE																				
Men	1	0	2	0	0	2	0	0	1	4	2	1	1	0	2	2	1	0	19	10.21
Women	0	0	2	1	0	1	2	1	0	3	1	2	1	2	0	2	1	0	19	10.16
Group	1	0	4	1	0	3	2	1	1	7	3	3	2	2	2	4	2	0	38	10.18
RACIAL																				
EQUALITY																				
Men	0	0	2	0	1	1	2	1	2	2	2	2	0	2	0	0	2	0	19	9.74
Women	0	2	1	2	1	0	2	1	0	3	2	1	3	0	0	0	1	0	19	8.53
Group	0	2	3	2	2	1	4	2	2	5	4	3	3	2	0	0	3	0	38	9.13
SEXUAL																				
EQUALITY																				
Men	1	1	0	1	1	0	1	2	3	3	1	1	2	0	1	1	0	0	19	9.05
Women	1	1	0	1	1	3	1	0	2	0	1	3	3	0	1	1	0	0	19	9.05
Group	2	2	0	2	2	3	2	2	5	3	2	4	5	0	2	2	0	0	38	9.05
SOCIAL																				
JUSTICE																				
Men	1	1	0	1	4	0	2	1	0	1	1	4	2	0	1	0	0	0	19	8.37
Women	1	1	1	4	4	0	2	1	1	1	2	0	1	0	0	0	0	0	19	6.21
Group	2	2	1	5	8	0	4	2	1	2	3	4	3	0	1	0	0	0	38	7.29
SOCIAL																				
RECOGNITION																				
Men	1	1	0	0	0	0	0	1	0	0	1	2	3	2	1	2	3	2	19	13.0
Women	0	0	0	0	0	0	0	1	0	0	1	2	2	1	0	4	2	6	19	15.21
Group	1	1	0	0	0	0	0	2	0	0	2	4	5	3	1	6	5	8	38	14.11
SURVIVAL																				
Men	7	1	0	3	1	2	0	0	0	0	1	0	1	0	0	1	2	0	19	5.89
Women	4	2	3	1	1	2	0	0	1	0	0	3	0	0	1	1	0	0	19	6.00
Group	11	3	3	4	2	4	0	0	1	0	1	3	1	0	1	2	2	0	38	5.95

CASHIN DORMITORY  
(Pretest)

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
A COMFORTABLE LIFE																				
Men	4	0	0	0	2	0	4	2	0	0	2	0	1	1	1	1	0	2	20	8.70
Women	0	0	1	0	0	0	2	0	0	0	0	2	2	3	1	3	1	0	15	12.60
Group	4	0	1	0	2	0	6	2	0	0	2	2	3	4	2	4	1	2	35	10.37
AN EXCITING LIFE																				
Men	0	2	1	2	2	2	1	3	0	1	0	1	1	1	1	2	0	0	20	8.20
Women	0	0	0	3	2	1	1	0	1	0	0	0	2	1	3	1	0	0	15	9.67
Group	0	2	1	5	4	3	2	4	1	1	0	1	3	2	4	3	0	0	35	8.83
A SENSE OF ACCOMPLISHMENT																				
Men	0	1	1	3	1	2	1	1	2	1	2	0	3	0	2	0	0	0	20	8.40
Women	0	0	0	0	2	0	0	2	1	1	2	2	0	1	3	1	0	0	15	11.07
Group	0	1	1	3	3	2	1	3	3	2	4	2	3	1	5	1	0	0	35	9.54
A WORLD AT PEACE																				
Men	1	1	1	2	1	2	1	0	1	0	1	1	1	2	1	1	3	0	20	10.45
Women	0	1	1	0	0	2	2	1	3	0	0	1	2	0	0	1	1	0	15	9.13
Group	1	2	2	2	1	4	3	1	4	0	1	2	3	2	1	2	4	0	35	9.89

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>A WORLD OF BEAUTY</b>																				
Men	0	0	1	0	0	2	1	0	0	1	1	3	0	5	2	3	0	1	20	12.25
Women	1	0	0	0	1	1	1	2	0	2	1	0	3	2	1	0	0	0	15	9.87
Group	1	0	1	0	1	3	2	2	0	3	2	3	3	7	3	3	0	1	35	11.23
<b>EQUALITY</b>																				
Men	1	1	0	1	1	0	1	2	1	1	0	1	2	4	1	2	0	1	20	10.85
Women	0	0	1	2	1	0	0	2	1	2	4	0	0	1	0	1	0	0	15	7.67
Group	1	1	1	3	2	0	1	4	2	3	4	1	2	5	1	3	0	1	35	9.49
<b>FAMILY SECURITY</b>																				
Men	3	0	4	0	0	0	0	1	2	1	0	3	1	0	3	1	1	0	20	8.90
Women	0	0	0	1	1	0	3	1	0	1	2	1	3	0	2	0	0	0	15	10.07
Group	3	0	4	1	1	0	3	2	2	2	2	4	4	0	5	1	1	0	35	9.40
<b>FREEDOM</b>																				
Men	0	1	0	1	6	0	0	1	3	1	1	2	1	1	0	1	1	0	20	8.30
Women	0	1	1	1	1	0	0	1	2	2	0	3	2	0	1	0	0	0	15	9.13
Group	0	2	1	2	7	0	0	2	5	3	1	5	3	1	1	1	1	0	35	8.66
<b>HAPPINESS</b>																				
Men	6	2	0	1	0	4	1	1	0	2	2	1	0	0	0	0	0	0	20	5.35
Women	3	3	2	2	0	2	0	1	0	0	1	0	0	1	0	0	0	0	15	4.53
Group	9	5	2	3	0	6	1	2	0	2	3	1	0	1	0	0	0	0	35	5.00
<b>INNER HARMONY</b>																				
Men	1	4	0	0	0	0	1	2	2	0	3	0	2	1	1	3	0	0	20	9.30
Women	4	4	0	1	2	1	1	0	1	1	0	0	0	0	0	0	0	0	15	3.87
Group	5	8	0	1	2	1	2	2	3	1	3	0	2	1	1	3	0	0	35	6.97

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
MATURE LOVE																				
Men	0	1	2	3	2	1	3	3	1	0	1	1	0	0	0	0	1	0	19	6.84
Women	1	2	1	1	0	2	2	2	0	0	1	0	0	1	0	0	2	0	15	7.53
Group	1	3	3	4	2	3	5	5	1	0	2	1	0	1	0	0	3	0	34	7.15
NATIONAL SECURITY																				
Men	0	0	0	0	1	0	1	0	0	0	1	1	1	1	3	1	7	3	20	14.80
Women	0	0	0	0	0	0	0	0	1	0	1	2	0	0	0	1	4	6	15	15.73
Group	0	0	0	0	1	0	1	0	1	0	2	3	1	1	3	2	11	9	35	15.20
PLEASURE																				
Men	1	3	0	0	0	1	1	1	2	4	0	1	2	2	1	1	0	0	20	9.15
Women	0	1	1	0	0	1	0	1	2	2	0	0	0	1	1	5	0	0	15	11.07
Group	1	4	1	0	0	2	1	2	4	6	0	1	2	3	2	6	0	0	35	9.97
SALVATION																				
Men	1	0	0	0	0	0	0	0	0	0	1	1	1	1	3	1	3	8	20	15.35
Women	1	1	0	0	1	0	0	0	1	0	0	1	0	2	2	0	2	4	15	12.47
Group	2	1	0	0	1	0	0	0	1	0	1	2	1	3	5	1	5	12	35	14.11
SELF-RESPECT																				
Men	1	1	3	3	1	4	0	1	0	1	2	0	0	1	0	2	0	0	20	6.95
Women	4	0	1	3	0	1	2	1	0	1	1	0	1	0	0	0	0	0	15	5.40
Group	5	1	4	6	1	5	2	2	0	2	3	0	1	1	0	2	0	0	35	6.29
SOCIAL RECOGNITION																				
Men	0	0	0	0	1	2	1	0	2	0	2	1	2	0	1	0	4	4	20	12.85
Women	0	0	0	0	0	1	0	0	0	0	0	1	0	2	0	2	4	5	15	15.73
Group	0	0	0	0	1	3	1	0	2	0	2	2	2	2	1	2	8	9	35	14.09

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>TRUE FRIENDSHIP</b>																				
Men	1	3	4	2	1	0	1	1	3	3	0	0	1	0	0	0	0	0	20	5.85
Women	1	2	3	1	1	2	0	1	0	3	1	0	0	0	0	0	0	0	15	5.60
Group	2	5	7	3	2	2	1	2	3	6	1	0	1	0	0	0	0	0	35	5.74
<b>WISDOM</b>																				
Men	0	0	3	1	1	0	2	1	1	4	1	3	1	0	0	0	0	1	19	8.79
Women	0	0	3	0	3	1	1	0	2	0	1	2	0	0	1	0	1	0	15	8.13
Group	0	0	6	1	4	1	3	1	3	4	2	5	1	0	1	0	1	1	34	8.50
<b>AMBITIOUS</b>																				
Men	3	1	0	2	4	0	1	2	1	0	2	1	2	0	0	0	1	0	20	7.10
Women	0	0	0	1	1	0	1	1	0	1	3	2	2	2	1	0	0	0	15	10.67
Group	3	1	0	3	5	0	2	3	1	1	5	3	4	2	1	0	1	0	35	8.63
<b>BROADMINDED</b>																				
Men	2	0	2	2	2	0	1	2	1	2	0	2	0	3	1	0	0	0	20	7.95
Women	1	2	1	1	1	1	0	1	1	2	2	0	1	0	1	0	0	0	15	7.33
Group	3	2	3	3	3	1	1	3	2	4	2	2	1	3	2	0	0	0	35	7.69
<b>CAPABLE</b>																				
Men	1	2	2	1	1	3	3	1	0	1	0	1	1	3	0	0	0	0	20	7.20
Women	0	0	0	0	1	2	2	2	3	0	3	0	0	1	1	0	0	0	15	9.07
Group	1	2	2	1	2	5	5	3	3	1	3	1	1	4	1	0	0	0	35	8.00
<b>CHEERFUL</b>																				
Men	0	3	2	0	0	3	2	1	2	1	2	0	1	1	1	1	0	0	20	8.00
Women	1	0	2	0	3	1	1	2	0	2	1	2	0	0	0	0	0	0	15	7.07
Group	1	3	4	0	3	4	3	3	2	3	3	2	1	1	1	1	0	0	35	7.60
<b>CLEAN</b>																				
Men	0	0	0	1	0	1	1	2	0	0	0	1	2	1	4	0	7	0	20	13.20
Women	0	0	0	0	0	0	0	1	1	0	1	2	0	1	3	2	4	0	15	14.07
Group	0	0	0	1	0	1	1	3	1	0	1	3	2	2	7	2	11	0	35	13.57



Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
COURAGEOUS																				
Men	0	1	1	1	2	2	0	1	1	1	1	1	4	2	2	0	0	0	20	9.55
Women	0	0	1	2	1	2	4	0	0	0	1	0	0	0	0	0	4	0	15	9.07
Group	0	1	2	3	3	4	4	1	1	1	1	2	4	2	2	0	4	0	35	9.34
FORGIVING																				
Men	0	0	0	1	0	1	4	2	1	3	1	1	0	0	0	5	1	0	20	10.65
Women	0	2	0	3	2	2	0	2	0	1	1	1	0	0	0	1	0	0	15	6.87
Group	0	2	0	4	2	3	4	4	1	4	2	2	0	0	0	6	1	0	35	9.03
HELPFUL																				
Men	1	0	2	0	1	2	0	0	1	2	2	1	1	3	2	2	0	0	20	10.20
Women	1	0	2	3	3	1	0	2	1	0	0	1	1	0	1	0	0	0	15	6.20
Group	2	0	4	3	4	3	0	2	2	2	2	1	2	3	3	2	0	0	35	8.49
HONEST																				
Men	6	3	1	1	1	0	1	2	1	1	0	3	0	0	0	0	0	0	20	5.10
Women	5	4	3	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	15	2.13
Group	11	7	3	2	0	1	2	1	1	0	3	0	0	0	0	0	0	0	35	3.83
IMAGINATIVE																				
Men	0	0	2	1	3	1	2	1	1	2	0	1	1	0	2	1	2	0	20	9.05
Women	1	0	1	1	0	2	0	1	0	1	0	2	1	2	2	1	0	0	15	9.93
Group	1	0	3	2	3	3	2	2	1	3	0	3	2	2	4	2	2	0	35	9.43
INDEPENDENT																				
Men	1	1	1	0	1	1	0	3	2	1	4	0	1	0	2	0	1	1	20	9.55
Women	1	1	0	0	0	0	0	1	2	1	0	1	0	2	2	4	0	0	15	11.53
Group	2	2	1	0	1	1	0	4	4	2	4	1	1	2	4	4	1	1	35	10.40

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>LOGICAL</b>																				
Men	0	2	0	1	1	1	0	0	0	0	1	3	4	2	3	0	2	0	20	11.25
Women	0	1	1	0	0	0	0	1	1	0	1	1	4	2	1	1	1	0	15	11.53
Group	0	3	1	1	1	1	0	1	1	0	2	4	8	4	4	1	3	0	35	11.37
<b>LOVING</b>																				
Men	3	2	1	3	2	0	1	0	2	2	0	1	1	0	1	0	1	0	20	6.80
Women	4	1	2	1	2	2	0	0	0	0	1	0	1	0	1	0	0	0	15	5.13
Group	7	3	3	4	4	2	1	0	2	2	1	1	2	0	2	0	1	0	35	6.09
<b>OBEDIENT</b>																				
Men	0	1	0	0	0	0	0	0	1	2	0	1	2	2	0	7	3	1	20	13.90
Women	0	0	0	0	0	0	0	0	1	2	0	0	3	2	0	3	4	0	15	14.13
Group	0	1	0	0	0	0	0	0	2	4	0	1	5	4	0	10	7	1	35	14.00
<b>POLITE</b>																				
Men	0	0	5	1	0	2	2	0	1	0	3	0	0	2	1	1	2	0	20.	9.00
Women	0	1	1	0	0	0	1	0	1	3	1	1	1	2	1	2	0	0	15	11.80
Group	0	1	6	1	0	2	3	0	2	3	4	1	1	4	2	3	2	0	35	10.20
<b>RESPONSIBLE</b>																				
Men	1	2	0	4	1	1	1	2	5	0	1	2	0	0	0	0	0	0	20	6.75
Women	1	2	0	0	0	1	5	1	2	1	0	2	0	0	0	0	0	0	15	7.07
Group	2	4	0	4	1	2	6	3	7	1	1	4	0	0	0	0	0	0	35	6.89
<b>SELF-CONTROLLED</b>																				
Men	2	2	1	1	1	2	1	1	0	2	2	1	0	1	1	2	0	0	20	8.00
Women	0	1	1	1	0	1	1	0	2	1	1	0	1	1	1	1	2	0	15	10.20
Group	2	3	2	2	1	3	2	1	2	3	3	1	1	2	2	3	2	0	35	8.94

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>AUTHORITY</b>																				
Men	0	2	0	2	0	1	1	0	0	1	1	1	0	1	0	2	5	3	20	12.15
Women	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	1	10	15	16.33
Group	0	2	0	2	0	2	1	0	0	1	2	1	0	1	1	3	6	13	35	13.94
<b>CORPORATE ACCOUNTABILITY</b>																				
Men	0	0	0	1	0	0	1	3	3	1	2	1	3	0	1	1	2	1	20	11.40
Women	0	0	0	1	0	0	0	0	0	2	3	1	0	3	1	2	2	0	15	12.80
Group	0	0	0	2	0	0	1	3	3	3	5	2	3	3	2	3	4	1	35	12.00
<b>CULTURAL PLURALISM</b>																				
Men	0	0	0	0	0	2	1	0	0	3	1	2	1	6	2	1	0	1	20	12.25
Women	0	0	0	0	0	0	1	0	0	0	2	1	1	2	2	3	2	1	15	13.73
Group	0	0	0	0	0	2	2	0	0	3	3	3	2	8	4	4	2	2	35	12.89
<b>DEMOCRATIC IDEALS</b>																				
Men	0	1	0	1	0	2	0	3	2	4	0	2	1	1	0	0	3	0	20	10.10
Women	0	0	0	0	0	1	0	0	0	0	0	2	2	2	3	3	1	0	14	13.86
Group	0	1	0	1	0	3	0	3	2	4	0	4	3	3	3	3	4	0	34	11.65
<b>ECOLOGICAL BALANCE</b>																				
Men	1	2	2	0	1	0	2	2	1	1	2	2	0	1	0	1	0	2	20	8.85
Women	2	2	1	3	1	2	1	1	0	0	0	1	0	0	0	1	0	0	15	5.40
Group	3	4	3	3	2	2	3	3	1	1	2	3	0	1	0	2	0	2	35	7.37
<b>ECONOMIC JUSTICE</b>																				
Men	1	0	2	1	1	0	1	2	0	1	3	0	1	2	4	1	0	0	20	9.95
Women	0	0	1	0	1	1	2	0	0	2	1	0	3	1	1	1	1	0	15	10.67
Group	1	0	3	1	2	1	3	2	0	3	4	0	4	3	5	2	1	0	35	10.26

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>HUMAN WELL-BEING</b>																				
Men	5	5	1	1	2	0	1	2	0	0	0	0	1	0	2	0	0	0	20	4.90
Women	4	6	2	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	15	2.73
Group	9	11	3	1	2	2	2	2	0	0	0	0	1	0	2	0	0	0	35	3.97
<b>INDIVIDUALISM</b>																				
Men	1	1	4	0	0	2	4	1	3	0	1	0	1	0	1	0	0	1	20	7.35
Women	3	0	0	2	2	0	2	1	3	0	1	0	0	1	0	0	0	0	15	6.33
Group	4	1	4	2	2	2	6	2	6	0	2	0	1	1	1	0	0	1	35	6.91
<b>INNOVATION</b>																				
Men	0	1	1	1	1	0	2	1	5	1	0	1	3	0	1	1	0	1	20	9.55
Women	0	1	0	0	2	0	0	3	1	1	1	3	1	1	0	0	0	1	15	9.80
Group	0	2	1	1	3	0	2	4	6	2	1	4	4	1	1	1	0	2	35	9.66
<b>INTERNATIONAL COOPERATION</b>																				
Men	0	0	0	1	0	2	1	1	1	2	2	2	1	0	4	2	0	1	20	11.45
Women	0	0	0	1	0	0	2	1	1	1	2	3	2	0	0	1	0	1	15	11.93
Group	0	0	0	2	0	2	3	2	2	3	4	5	3	0	4	3	0	2	35	11.66
<b>MORAL RESPONSIBILITY</b>																				
Men	0	3	0	0	1	1	2	0	1	0	3	2	1	0	1	1	2	2	20	10.55
Women	0	3	1	2	2	0	0	0	3	0	0	0	2	1	0	0	1	0	15	7.40
Group	0	6	1	2	3	1	2	0	4	0	3	2	3	1	1	1	3	2	35	9.20
<b>ORDER</b>																				
Men	1	1	0	1	1	1	1	1	1	1	3	2	1	2	1	2	0	0	20	9.85
Women	0	0	1	2	1	0	0	2	0	2	0	1	0	2	1	2	1	0	15	10.40
Group	1	1	1	3	2	1	1	3	1	3	3	3	1	4	2	4	1	0	35	10.09

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
PLEASURE																				
Men	2	1	4	0	3	1	0	1	1	0	0	0	2	2	0	2	1	0	20	7.85
Women	1	0	0	1	1	0	0	1	1	2	2	0	3	1	1	1	0	0	15	10.20
Group	3	1	4	1	4	1	0	2	2	2	2	0	5	3	1	3	1	0	35	8.86
RACIAL																				
EQUALITY																				
Men	0	1	2	4	3	0	0	1	1	1	0	1	1	1	1	1	0	2	20	8.60
Women	0	1	0	1	2	3	0	5	1	1	0	1	0	0	0	0	0	0	15	7.00
Group	0	2	2	5	5	3	0	6	2	2	0	2	1	1	1	1	0	2	35	7.91
SEXUAL																				
EQUALITY																				
Men	0	0	2	4	1	2	1	2	0	0	1	1	1	1	1	1	2	0	20	8.85
Women	0	0	1	1	0	4	3	0	3	2	1	0	0	0	0	0	0	0	15	7.33
Group	0	0	3	5	1	6	4	2	3	2	2	1	1	1	1	1	2	0	35	8.20
SOCIAL																				
JUSTICE																				
Men	1	0	1	2	2	2	3	1	1	1	0	1	1	3	0	0	1	0	20	8.30
Women	0	1	5	1	3	1	1	0	1	1	0	1	0	0	0	0	0	0	15	5.33
Group	1	1	6	3	5	3	4	1	2	2	0	2	1	3	0	0	1	0	35	7.03
SOCIAL																				
RECOGNITION																				
Men	0	0	0	0	3	1	0	1	0	2	1	1	1	0	1	2	3	4	20	12.75
Women	1	0	0	0	0	1	1	0	0	1	0	0	1	1	3	0	5	2	15	14.07
Group	1	0	0	0	3	1	1	1	0	3	1	1	2	1	4	2	8	6	35	13.31
SURVIVAL																				
Men	8	2	1	2	0	2	0	0	0	1	0	1	0	0	0	1	1	1	20	5.40
Women	4	1	3	0	0	1	1	1	1	0	1	1	0	0	1	0	1	0	15	6.27
Group	12	3	4	2	0	2	1	1	1	1	1	2	0	0	1	1	2	1	35	5.77



CASHIN DORMITORY  
(Post-test)

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
A COMFORTABLE LIFE																				
Men	1	3	0	1	1	1	1	1	2	0	1	1	1	2	2	1	1	0	20	9.10
Women	0	0	1	0	2	0	1	1	1	1	0	0	1	2	2	2	1	0	15	11.13
Group	1	3	1	1	3	1	2	2	3	1	1	1	2	4	4	3	2	0	35	9.97
AN EXCITING LIFE																				
Men	0	1	2	2	1	0	0	5	1	0	2	1	1	3	1	0	0	0	20	9.30
Women	0	0	2	2	1	1	1	1	1	2	0	0	0	0	2	2	0	0	15	8.73
Group	0	1	4	4	2	1	1	6	2	2	2	1	1	3	3	2	0	0	35	9.06
A SENSE OF ACCOMPLISHMENT																				
Men	1	2	1	1	1	1	3	1	1	4	3	1	0	0	0	0	0	0	20	7.30
Women	0	1	0	0	2	1	1	1	2	1	0	2	0	3	0	1	0	0	15	9.53
Group	1	3	1	1	3	2	4	2	3	5	3	3	0	3	0	1	0	0	35	8.26
A WORLD AT PEACE																				
Men	3	1	1	2	0	1	0	0	0	1	0	2	0	2	5	2	0	0	20	9.55
Women	0	0	1	1	0	1	0	2	2	0	1	3	1	0	0	1	2	0	15	10.47
Group	3	1	2	3	0	2	0	2	2	1	1	5	1	2	5	3	2	0	35	9.94
A WORLD OF BEAUTY																				
Men	0	0	0	0	0	1	3	1	2	0	0	3	2	2	2	2	1	1	20	12.00
Women	1	0	0	0	1	0	2	0	2	1	2	0	1	2	3	0	0	0	15	10.40
Group	1	0	0	0	1	1	5	1	4	1	2	3	3	4	5	2	1	1	35	11.31

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>EQUALITY</b>																				
Men	0	3	1	0	1	1	0	1	0	1	1	0	2	1	1	4	1	2	20	11.05
Women	0	2	0	1	1	2	0	1	2	0	0	2	3	1	0	0	0	0	15	8.53
Group	0	5	1	1	2	3	0	2	2	1	1	2	5	2	1	4	1	2	35	9.97
<b>FAMILY</b>																				
<b>SECURITY</b>																				
Men	4	2	0	1	1	0	0	1	2	1	2	2	2	0	1	0	0	1	20	7.90
Women	0	1	0	0	1	0	2	2	0	1	2	2	0	1	2	1	0	0	15	10.20
Group	4	3	0	1	2	0	2	3	2	2	4	4	2	1	3	1	0	1	35	8.89
<b>FREEDOM</b>																				
Men	2	1	3	1	0	0	4	1	0	1	1	2	2	0	1	0	0	1	20	7.85
Women	1	1	2	1	1	1	2	0	0	4	2	0	0	0	0	0	0	0	15	6.67
Group	3	2	5	2	1	1	6	1	0	5	3	2	2	0	1	0	0	1	35	7.34
<b>HAPPINESS</b>																				
Men	5	1	2	5	1	1	0	0	1	2	0	2	0	0	0	0	0	0	20	4.85
Women	3	4	1	1	0	3	1	1	0	1	0	0	0	0	0	0	0	0	15	4.07
Group	8	5	3	6	1	4	1	1	1	3	0	2	0	0	0	0	0	0	35	4.51
<b>INNER</b>																				
<b>HARMONY</b>																				
Men	2	2	1	1	4	1	1	1	1	1	1	0	1	0	1	1	1	0	20	7.25
Women	3	2	1	1	1	1	1	0	2	0	2	1	0	0	0	0	0	0	15	5.60
Group	5	4	2	2	5	2	2	1	3	1	3	1	1	0	1	1	1	0	35	6.54
<b>MATURE</b>																				
<b>LOVE</b>																				
Men	0	2	2	1	1	1	0	2	4	0	1	0	3	1	0	0	1	0	19	8.32
Women	1	0	2	0	1	1	0	2	0	0	1	2	1	3	1	0	0	0	15	9.27
Group	1	2	4	1	2	2	0	4	4	0	2	2	4	4	1	0	1	0	34	8.74

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
NATIONAL SECURITY																				
Men	0	0	0	0	0	0	0	0	1	0	0	1	0	3	4	1	7	3	20	14.70
Women	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	1	3	8	15	16.27
Group	0	0	0	0	0	0	0	0	1	0	0	2	1	4	4	2	10	11	35	15.37
PLEASURE																				
Men	0	0	1	1	2	3	1	2	0	1	1	1	3	1	0	1	2	0	20	9.70
Women	1	0	0	2	1	0	1	0	1	2	0	0	1	1	3	2	0	0	15	10.27
Group	1	0	1	3	3	3	2	2	1	3	1	1	4	2	3	3	2	0	35	9.94
SALVATION																				
Men	1	0	0	1	1	0	1	0	0	0	0	0	1	0	1	3	4	7	20	14.35
Women	2	1	0	0	0	0	1	0	0	0	0	0	1	0	1	1	4	4	15	13.00
Group	3	1	0	1	1	0	2	0	0	0	0	0	2	0	2	4	8	11	35	13.77
SELF-RESPECT																				
Men	1	0	1	1	1	3	1	2	1	3	1	1	2	1	1	0	0	0	20	8.55
Women	2	0	1	4	1	1	0	0	2	1	0	2	1	0	0	0	0	0	15	6.47
Group	3	0	2	5	2	4	1	2	3	4	1	3	3	1	1	0	0	0	35	7.66
SOCIAL RECOGNITION																				
Men	0	0	1	0	0	0	1	0	2	2	0	3	0	2	0	5	2	2	20	13.10
Women	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	3	5	3	15	15.27
Group	0	0	1	0	0	1	1	0	2	3	1	3	0	2	1	8	7	5	35	14.03
TRUE FRIENDSHIP																				
Men	0	1	2	0	4	3	3	1	1	1	3	0	0	1	0	0	0	0	20	7.05
Women	0	2	2	1	2	0	2	3	0	0	1	0	2	0	0	0	0	0	15	6.60
Group	0	3	4	1	6	3	5	4	1	1	4	0	2	1	0	0	0	0	35	6.86

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
WISDOM																				
Men	0	1	2	2	1	3	1	1	1	2	3	0	0	1	0	0	0	1	19	7.79
Women	1	1	2	1	0	2	0	1	0	0	3	0	2	1	0	1	0	0	15	8.13
Group	1	2	4	3	1	5	1	2	1	2	6	0	2	2	0	1	0	1	34	7.94
AMBITIOUS																				
Men	2	1	2	0	2	1	2	0	1	1	1	2	1	0	1	2	1	0	20	8.55
Women	0	0	0	0	1	2	0	1	0	3	1	1	2	2	1	1	0	0	15	10.87
Group	2	1	2	0	3	3	2	1	1	4	2	3	3	2	2	3	1	0	35	9.54
BROADMINDED																				
Men	2	2	0	4	3	3	0	0	3	1	0	0	1	0	1	0	0	0	20	6.00
Women	3	1	2	1	0	0	1	2	1	0	1	0	2	1	0	0	0	0	15	6.53
Group	5	3	2	5	3	3	1	2	4	1	1	0	3	1	1	0	0	0	35	6.23
CAPABLE																				
Men	0	1	0	2	1	4	2	2	1	0	1	1	1	0	2	2	0	0	20	8.80
Women	0	1	0	1	0	2	0	2	0	4	1	1	1	0	2	0	0	0	15	9.33
Group	0	2	0	3	1	6	2	4	1	4	2	2	2	0	4	2	0	0	35	9.03
CHEERFUL																				
Men	1	1	2	0	2	0	1	3	0	1	1	2	0	3	1	0	2	0	20	9.00
Women	1	0	0	1	2	2	3	1	0	0	1	1	2	0	1	0	0	0	15	8.00
Group	2	1	2	1	4	2	4	4	0	1	2	3	2	3	2	0	2	0	35	8.57
CLEAN																				
Men	0	0	0	0	2	1	0	1	1	0	3	1	1	2	3	2	2	1	20	12.40
Women	0	1	0	0	0	0	0	1	0	0	1	0	2	1	3	1	5	0	15	13.00
Group	0	1	0	0	2	1	0	2	1	0	4	1	3	3	6	3	7	1	35	13.00
COURAGEOUS																				
Men	0	0	1	1	0	0	1	0	0	5	2	1	3	1	2	1	2	0	20	11.55
Women	0	1	0	1	0	1	3	0	0	0	3	2	0	0	1	2	1	0	15	10.27
Group	0	1	1	2	0	1	4	0	0	5	5	3	3	1	3	3	3	0	35	11.00

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
FORGIVING																				
Men	2	1	0	2	2	0	3	1	0	1	1	0	3	1	1	2	0	0	20	8.60
Women	1	3	1	1	3	1	0	0	2	0	0	0	1	1	0	0	1	0	15	6.47
Group	3	4	1	3	5	1	3	1	2	1	1	0	4	2	1	2	1	0	35	7.69
HELPFUL																				
Men	0	0	2	2	3	3	0	0	2	2	1	2	0	0	2	1	0	0	20	8.30
Women	0	0	1	2	2	0	3	0	2	3	1	0	0	1	0	0	0	0	15	7.67
Group	0	0	3	4	5	3	3	0	4	5	2	2	0	1	2	1	0	0	35	8.03
HONEST																				
Men	5	4	3	0	0	1	1	1	2	0	1	1	0	1	0	0	0	0	20	4.90
Women	7	4	1	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	15	3.33
Group	12	8	4	1	0	1	1	1	2	0	1	2	0	1	0	1	0	0	35	4.23
IMAGINATIVE																				
Men	0	1	0	0	0	0	0	4	2	1	0	3	0	3	1	2	3	0	20	11.90
Women	0	0	1	1	1	1	1	2	2	0	0	0	1	2	1	1	1	0	15	9.87
Group	0	1	1	1	1	1	1	6	4	1	0	3	1	5	2	3	4	0	35	11.03
INDEPENDENT																				
Men	2	2	1	1	1	1	1	1	2	3	0	1	2	0	1	0	1	0	20	7.85
Women	1	0	2	1	2	1	1	0	0	0	2	2	0	1	2	0	0	0	15	8.27
Group	3	2	3	2	3	2	2	1	2	3	2	3	2	1	3	0	1	0	35	8.03
LOGICAL																				
Men	0	1	2	0	1	0	2	0	1	1	3	1	3	2	0	2	1	0	20	10.35
Women	0	0	1	1	0	1	0	1	1	0	2	0	1	1	1	2	1	0	15	10.80
Group	0	1	3	1	1	1	2	2	2	1	6	1	4	3	1	4	2	0	35	10.54
LOVING																				
Men	2	0	1	4	0	2	2	3	0	2	1	0	1	2	0	0	0	0	20	7.15
Women	1	2	3	2	2	1	0	1	1	0	0	2	0	0	0	0	0	0	15	5.27
Group	3	2	4	6	2	3	2	4	1	2	1	2	1	2	0	0	0	0	35	6.34



Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>OBEDIENT</b>																				
Men	0	1	0	0	1	0	1	1	1	0	2	2	0	2	3	1	5	0	20	12.55
Women	0	0	0	0	0	1	0	0	0	1	1	1	0	2	1	4	4	0	15	14.27
Group	0	1	0	0	1	1	1	1	1	1	3	3	0	4	4	5	9	0	35	13.29
<b>POLITE</b>																				
Men	0	1	0	2	1	1	0	2	1	1	1	2	2	2	2	2	0	0	20	10.35
Women	0	0	0	0	0	1	3	0	0	2	0	1	1	2	2	3	0	0	15	11.87
Group	0	1	0	2	1	2	3	2	1	3	1	3	3	4	4	5	0	0	35	11.00
<b>RESPONSIBLE</b>																				
Men	2	4	4	2	1	2	1	1	0	2	0	0	0	0	0	0	1	0	20	4.95
Women	1	1	0	2	1	0	0	3	2	2	0	2	1	0	0	0	0	0	15	7.67
Group	3	5	4	4	2	2	1	4	2	4	0	2	1	0	0	0	1	0	35	6.11
<b>SELF-CONTROLLED</b>																				
Men	1	0	2	0	0	1	3	0	2	0	2	1	2	1	0	3	2	0	20	10.40
Women	0	1	3	0	1	1	0	0	4	0	0	1	1	1	0	0	2	0	15	8.73
Group	1	1	5	0	1	2	3	0	6	0	2	2	3	2	0	3	4	0	35	9.69
<b>AUTHORITY</b>																				
Men	0	0	0	1	0	0	2	1	0	0	0	2	2	1	0	1	6	4	20	14.00
Women	0	0	1	0	0	0	0	1	0	1	0	0	0	0	1	0	3	8	15	15.40
Group	0	0	1	1	0	0	2	2	0	1	0	2	2	1	1	1	9	12	35	14.60
<b>CORPORATE ACCOUNTABILITY</b>																				
Men	0	0	0	0	0	0	1	2	3	2	1	2	1	2	3	0	0	0	20	11.95
Women	0	0	0	0	1	0	1	0	2	2	1	1	0	4	1	0	2	0	15	11.87
Group	0	0	0	0	1	0	2	2	5	4	2	3	1	6	4	3	2	0	35	11.91

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
CULTURAL PLURALISM																				
Men	0	0	1	1	0	0	0	0	2	1	3	0	1	3	2	4	1	1	20	12.60
Women	0	0	0	1	0	0	2	2	0	1	1	0	1	1	3	2	0	1	15	11.80
Group	0	0	1	2	0	0	2	2	2	2	4	0	2	4	5	6	1	2	35	12.26
DEMOCRATIC IDEALS																				
Men	0	1	2	0	0	0	1	1	1	2	5	0	2	4	0	0	1	0	20	10.30
Women	0	0	0	0	1	0	1	4	0	1	0	1	0	0	1	1	3	1	14	11.86
Group	0	1	2	0	1	0	2	5	1	3	5	1	2	4	1	1	4	1	34	10.94
ECOLOGICAL BALANCE																				
Men	2	3	3	1	2	0	1	2	0	2	0	1	0	0	3	0	0	0	20	6.55
Women	0	2	3	0	1	1	1	0	2	0	2	2	1	0	0	0	0	0	15	7.20
Group	2	5	6	1	3	1	2	2	2	2	2	3	1	0	3	0	0	0	35	6.83
ECONOMIC JUSTICE																				
Men	0	1	1	0	1	3	0	0	0	3	0	3	1	1	1	2	2	1	20	11.00
Women	0	0	1	0	0	1	0	2	2	0	1	1	4	1	0	1	1	0	15	11.00
Group	0	1	2	0	1	4	0	2	2	3	1	4	5	2	1	3	3	1	35	11.00
HUMAN WELL-BEING																				
Men	4	4	1	1	0	1	2	2	0	0	1	0	2	1	1	0	0	0	20	6.95
Women	7	3	0	0	0	2	1	0	0	1	0	1	0	0	0	0	0	0	15	3.60
Group	11	7	1	1	0	3	3	2	0	1	1	1	2	1	1	0	0	0	35	5.00
INDIVIDUALISM																				
Men	1	3	1	3	3	1	3	1	2	0	2	0	0	0	0	0	0	0	20	5.60
Women	4	2	1	0	1	0	2	0	3	1	0	0	0	1	0	0	0	0	15	5.40
Group	5	5	2	3	4	1	5	1	5	1	2	0	0	1	0	0	0	0	35	5.51

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>INNOVATION</b>																				
Men	0	0	1	1	1	3	1	2	1	1	1	2	2	3	0	0	0	1	20	9.65
Women	1	0	0	1	1	2	1	2	0	3	1	1	1	1	0	0	0	0	15	8.33
Group	1	0	1	2	2	5	2	4	1	4	2	3	3	4	0	0	0	1	35	9.09
<b>INTERNATIONAL COOPERATION</b>																				
Men	1	1	0	2	0	0	0	1	1	2	0	1	3	1	1	2	2	2	20	11.50
Women	0	1	0	1	1	0	0	0	3	2	0	1	0	2	2	0	2	0	15	10.80
Group	1	2	0	3	1	0	0	1	4	4	0	2	3	3	3	2	4	2	35	11.20
<b>MORAL RESPONSIBILITY</b>																				
Men	1	1	2	1	1	1	0	2	4	9	1	1	1	0	1	1	0	2	20	8.95
Women	0	0	2	1	0	1	0	0	0	0	3	1	1	0	3	1	0	2	15	11.40
Group	1	1	4	2	1	2	0	2	4	0	4	2	2	0	4	2	0	4	35	10.00
<b>ORDER</b>																				
Men	1	0	2	0	1	1	0	1	0	1	2	4	1	0	2	0	3	1	20	10.90
Women	0	0	2	0	1	0	0	0	0	1	2	2	3	1	1	1	1	0	15	11.20
Group	1	0	4	0	2	1	0	1	0	2	4	6	4	1	3	1	4	1	35	11.03
<b>PLEASURE</b>																				
Men	1	1	4	3	0	0	2	1	0	0	0	0	2	1	1	2	0	2	20	8.60
Women	0	3	0	0	1	0	1	0	0	1	2	1	1	2	2	1	0	0	15	9.93
Group	1	4	4	3	1	0	3	1	0	1	2	1	3	3	3	3	0	2	35	9.17
<b>RACIAL EQUALITY</b>																				
Men	1	0	1	2	2	0	2	2	2	1	1	1	0	1	1	0	0	3	20	9.30
Women	0	1	1	4	0	3	1	0	2	0	1	0	0	1	0	0	1	0	15	7.07
Group	1	1	2	6	2	3	3	2	4	1	2	1	0	2	1	0	1	3	35	8.34

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>SEXUAL EQUALITY</b>																				
Men	0	1	0	1	2	3	2	1	2	1	1	1	0	0	1	2	1	1	20	9.45
Women	0	0	2	1	5	3	1	2	0	0	0	1	0	0	0	0	0	0	15	5.87
Group	0	1	2	2	7	6	3	3	2	1	1	2	0	0	1	2	1	1	35	7.91
<b>SOCIAL JUSTICE</b>																				
Men	1	1	0	2	3	0	4	0	1	2	1	0	2	0	1	0	2	0	20	8.45
Women	0	1	2	4	2	0	1	1	0	1	0	2	0	0	0	0	0	1	15	6.73
Group	1	2	2	6	5	0	5	1	1	3	1	2	2	0	1	0	2	1	35	7.71
<b>SOCIAL RECOGNITION</b>																				
Men	1	0	1	0	2	2	1	0	0	0	1	3	0	2	0	3	2	2	20	11.30
Women	3	2	0	2	0	2	1	0	0	1	0	0	1	0	1	2	0	0	15	14.00
Group	4	2	1	2	2	4	2	0	0	1	1	3	1	2	1	5	2	2	35	12.46
<b>SURVIVAL</b>																				
Men	6	3	0	1	3	4	0	0	0	1	0	0	0	0	2	0	0	0	20	4.75
Women	3	2	0	2	0	2	1	0	0	1	0	0	1	0	1	2	0	0	15	6.93
Group	9	5	0	3	3	6	1	0	0	2	0	0	1	0	3	2	0	0	35	5.69

PSYCHOLOGY 101 D  
(Pretest)

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>A COMFORTABLE LIFE</b>																				
Men	0	0	4	0	0	2	1	1	1	3	1	2	0	0	0	1	0	1	17	8.65
Women	0	2	3	4	1	3	3	1	2	3	2	2	3	4	3	5	4	1	46	10.59
Group	0	2	7	4	1	5	4	2	3	6	3	4	3	4	3	6	4	2	63	10.06
<b>AN EXCITING LIFE</b>																				
Men	1	2	1	1	0	0	0	1	1	0	2	1	3	1	0	2	1	0	17	9.71
Women	2	1	1	1	1	2	3	2	3	3	4	7	4	4	4	2	0	2	46	10.57
Group	3	3	2	2	1	2	3	3	4	3	6	8	7	5	4	4	1	2	63	10.33
<b>A SENSE OF ACCOMPLISHMENT</b>																				
Men	0	1	1	2	1	0	0	2	1	2	1	0	2	4	0	0	0	0	17	9.18
Women	1	1	1	3	4	2	4	5	2	0	3	0	5	3	7	3	1	1	46	10.70
Group	1	2	2	5	5	2	4	7	3	2	4	0	7	7	7	3	1	1	63	10.29
<b>A WORLD OF PEACE</b>																				
Men	1	0	0	0	0	1	2	2	1	0	2	0	1	3	2	1	1	0	17	10.94
Women	3	3	0	0	5	0	5	1	4	4	7	2	3	1	3	2	3	0	46	9.47
Group	4	3	0	0	5	1	7	3	5	4	9	2	4	4	5	3	4	0	63	9.86
<b>A WORLD OF BEAUTY</b>																				
Men	0	0	0	0	0	0	0	0	3	0	1	3	2	1	3	1	2	1	17	13.35
Women	0	0	1	2	1	0	2	0	3	6	6	1	4	3	4	8	3	2	46	12.26
Group	0	0	1	2	1	0	2	0	6	6	7	4	6	4	7	9	5	3	63	12.56

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
EQUALITY																				
Men	0	0	0	1	0	0	1	2	0	1	1	3	2	0	1	4	0	1	17	12.18
Women	1	2	3	2	2	1	1	2	6	3	0	6	4	7	4	0	1	1	46	10.04
Group	1	2	3	3	2	1	2	4	6	4	1	9	6	7	5	4	1	2	63	10.62
FAMILY																				
SECURITY																				
Men	3	0	2	1	1	2	0	0	1	2	1	0	2	0	2	0	0	0	17	7.41
Women	1	2	7	3	2	1	3	3	6	5	3	2	0	2	1	3	1	1	46	8.39
Group	4	2	9	4	3	3	3	3	7	7	4	2	2	2	3	3	1	1	63	8.13
FREEDOM																				
Men	1	4	1	1	2	2	0	0	0	1	2	1	0	1	1	0	0	0	17	6.53
Women	2	2	5	9	3	6	1	3	3	4	2	4	1	0	1	0	0	0	46	6.61
Group	3	6	6	10	5	8	1	3	3	5	4	5	1	1	2	0	0	0	63	6.59
HAPPINESS																				
Men	6	3	0	1	2	1	0	1	0	2	0	0	0	0	1	0	0	0	17	4.41
Women	10	9	3	3	3	1	3	3	2	0	3	2	1	0	0	2	0	1	46	5.50
Group	16	12	3	4	5	2	3	4	2	2	3	2	1	0	1	2	0	1	63	5.21
INNER																				
HARMONY																				
Men	1	3	2	0	1	2	0	1	2	0	1	2	0	0	0	2	0	1	17	7.65
Women	12	5	3	2	6	3	2	2	1	2	2	1	2	0	0	2	0	1	46	5.50
Group	13	8	5	2	7	5	2	3	3	2	2	3	2	0	0	4	0	2	63	6.08
MATURE																				
LOVE																				
Men	0	0	1	4	4	0	2	0	1	1	0	1	0	1	1	0	1	0	17	7.65
Women	2	0	4	2	3	7	6	5	3	0	1	4	5	0	2	1	0	1	46	8.17
Group	2	0	5	6	7	7	8	5	4	1	1	5	5	1	3	1	1	1	63	8.03



Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
NATIONAL SECURITY																				
Men	0	0	0	0	0	0	0	1	0	0	0	0	0	1	2	2	5	5	16	16.19
Women	0	0	0	1	0	0	0	0	0	2	1	3	2	7	2	5	10	13	46	15.41
Group	0	0	0	1	0	0	0	1	0	2	1	3	2	8	4	7	15	18	62	15.61
PLEASURE																				
Men	0	2	1	1	0	1	2	1	1	2	0	2	0	0	0	0	3	1	17	9.47
Women	0	1	1	0	2	5	4	2	2	7	3	3	3	3	4	2	3	0	45	10.44
Group	0	3	2	1	2	6	6	3	3	9	3	5	3	3	4	2	6	1	62	10.18
SALVATION																				
Men	1	0	0	0	0	0	0	0	0	0	2	1	2	1	0	2	1	6	16	14.50
Women	1	2	0	0	0	2	0	0	0	0	2	0	2	2	4	7	9	15	46	14.96
Group	2	2	0	0	0	2	0	0	0	0	4	1	4	3	4	9	10	21	62	14.84
SELF-RESPECT																				
Men	1	0	0	4	1	3	2	1	0	0	1	0	1	1	2	0	0	0	17	7.65
Women	4	6	5	5	5	3	3	6	2	2	1	0	1	1	1	1	0	0	46	5.87
Group	5	6	5	9	6	6	5	7	2	2	2	0	2	2	3	1	0	0	63	5.86
SOCIAL RECOGNITION																				
Men	0	0	0	0	1	0	3	1	1	2	0	1	0	2	1	1	3	1	17	11.94
Women	0	0	1	0	3	0	2	1	6	1	2	4	4	5	2	2	8	4	45	12.58
Group	0	0	1	0	4	0	5	2	7	3	2	5	4	7	3	3	11	5	62	12.40
TRUE FRIENDSHIP																				
Men	0	2	2	0	3	1	3	2	1	0	1	0	1	0	0	1	0	0	17	6.89
Women	2	8	6	5	1	5	1	5	2	2	1	2	0	2	2	1	1	0	46	6.57
Group	2	10	8	5	4	6	4	7	3	2	2	2	1	2	2	2	1	0	63	6.65

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
WISDOM																				
Men	2	0	2	1	1	2	1	1	3	1	2	0	0	1	0	0	0	0	17	6.88
Women	5	2	2	4	4	5	4	4	1	1	3	3	2	2	2	0	2	0	46	7.54
Group	7	2	4	5	5	7	5	5	4	2	5	3	2	3	2	0	2	0	63	7.37
AMBITIOUS																				
Men	1	0	1	0	4	2	1	3	0	1	0	2	0	0	1	0	1	0	17	7.82
Women	3	3	1	1	3	4	3	6	4	4	4	3	3	3	0	0	1	0	46	8.22
Group	4	3	2	1	7	6	4	9	4	5	4	5	3	3	1	0	2	0	63	8.11
BROADMINDED																				
Men	2	2	1	3	2	0	0	1	2	0	0	0	3	0	1	0	0	0	17	6.53
Women	4	6	8	4	3	4	5	2	2	4	0	1	0	1	1	1	0	0	46	5.67
Group	6	8	9	7	5	4	5	3	4	4	0	1	3	1	2	1	0	0	63	5.90
CAPABLE																				
Men	1	0	0	3	0	1	1	3	1	0	0	0	3	1	1	1	0	0	17	8.65
Women	0	3	4	1	2	3	3	3	7	2	5	5	4	3	1	0	0	0	46	8.74
Group	1	3	4	4	2	4	4	6	8	2	5	5	7	4	2	1	0	0	63	8.71
CHEERFUL																				
Men	1	1	0	0	3	1	4	0	1	0	0	1	1	1	1	2	0	0	17	8.65
Women	5	2	2	2	5	3	3	4	6	0	5	2	2	1	2	2	0	0	46	7.70
Group	6	3	2	2	8	4	7	4	7	0	5	3	3	2	3	4	0	0	63	7.95
CLEAN																				
Men	0	0	1	0	0	1	0	1	0	1	1	1	0	2	1	4	4	0	17	13.24
Women	1	0	0	1	0	1	0	2	2	2	2	1	3	4	8	4	11	3	45	13.76
Group	1	0	1	1	0	2	0	3	2	3	3	2	3	6	9	8	15	3	62	13.61
COURAGEOUS																				
Men	0	0	2	0	0	2	0	1	0	2	1	1	4	2	1	0	1	0	17	10.65
Women	1	2	1	4	4	2	3	2	4	6	3	4	2	1	1	6	0	0	46	9.15
Group	1	2	3	4	4	4	3	3	4	8	4	5	6	3	2	6	1	0	63	9.56

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>FORGIVING</b>																				
Men	1	2	1	0	2	0	1	1	1	2	0	0	3	0	1	2	0	0	17	8.71
Women	0	7	3	3	5	2	3	4	1	3	2	5	3	2	2	0	1	0	46	7.83
Group	1	9	4	3	7	2	4	5	2	5	2	5	6	2	3	2	1	0	63	8.06
<b>HELPFUL</b>																				
Men	0	1	0	0	0	2	1	0	2	1	1	4	0	3	1	1	0	0	17	10.65
Women	0	1	3	8	3	3	5	2	5	1	3	5	1	4	1	1	0	0	46	8.15
Group	0	2	3	8	3	5	6	2	7	2	4	9	1	7	2	2	0	0	63	8.83
<b>HONEST</b>																				
Men	3	0	5	0	0	1	0	2	2	1	1	1	1	0	0	0	0	0	17	6.12
Women	16	4	5	4	2	3	2	2	0	1	2	1	4	0	0	0	0	0	46	4.54
Group	19	4	10	4	2	4	2	4	2	2	3	2	5	0	0	0	0	0	63	4.97
<b>IMAGINATIVE</b>																				
Men	0	0	0	0	0	1	0	2	2	1	4	1	0	1	2	2	1	0	17	11.71
Women	1	2	0	0	1	2	1	2	6	5	0	4	5	4	0	8	3	2	46	11.46
Group	1	2	0	0	1	3	1	4	8	6	4	5	5	5	2	10	4	2	63	11.52
<b>INDEPENDENT</b>																				
Men	5	3	0	2	1	1	1	0	1	1	1	0	0	1	0	0	0	0	17	4.76
Women	5	1	3	2	4	5	4	4	1	1	2	2	4	0	5	2	1	0	46	8.85
Group	10	4	3	4	5	6	5	4	2	2	3	2	4	1	5	2	1	0	63	7.75
<b>LOGICAL</b>																				
Men	0	1	1	3	0	1	1	0	1	0	1	2	1	1	1	1	2	0	17	9.76
Women	0	2	0	2	1	0	0	3	1	3	2	6	3	6	5	6	6	0	46	12.39
Group	0	3	1	5	1	1	1	3	2	3	3	8	4	7	6	7	8	0	63	11.68
<b>LOVING</b>																				
Men	1	1	2	2	1	4	1	2	0	0	1	0	0	2	0	0	0	0	17	6.35
Women	6	4	7	5	3	7	2	0	3	3	2	2	1	1	0	0	0	0	46	5.57
Group	7	5	9	7	4	11	3	2	3	3	3	2	1	3	0	0	0	0	63	5.78

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>OBEDIENT</b>																				
Men	0	0	0	0	0	0	2	1	0	0	2	1	0	2	1	3	5	0	17	13.65
Women	0	0	0	0	0	2	1	0	0	1	3	1	2	3	9	8	14	2	46	14.76
Group	0	0	0	0	0	2	3	1	0	1	5	2	2	5	10	11	19	2	63	14.46
<b>POLITE</b>																				
Men	1	0	0	1	0	0	0	0	1	4	3	1	1	1	3	0	1	0	17	11.06
Women	0	2	0	1	1	2	3	1	0	3	3	2	4	8	6	6	2	0	46	12.07
Group	1	2	0	2	1	2	3	1	1	7	6	3	5	9	11	6	3	0	63	11.79
<b>RESPONSIBLE</b>																				
Men	1	4	1	1	4	0	2	0	1	1	0	1	0	0	0	0	1	0	17	5.76
Women	2	5	7	5	5	1	5	7	1	2	2	2	1	0	0	0	1	0	46	6.09
Group	3	9	8	6	9	1	7	7	2	3	2	3	1	0	0	0	2	0	63	6.00
<b>SELF-CONTROLLED</b>																				
Men	0	2	2	1	0	0	2	0	2	2	1	1	0	0	2	1	1	0	17	8.94
Women	2	2	2	3	3	1	4	3	2	5	5	0	3	3	5	2	1	0	46	9.24
Group	2	4	4	4	3	1	6	3	4	7	6	1	3	3	7	3	2	0	63	9.16
<b>AUTHORITY</b>																				
Men	0	0	0	1	0	2	0	3	0	0	0	0	0	0	1	1	5	2	15	12.80
Women	0	0	0	1	1	0	1	1	0	0	1	6	1	5	2	8	8	10	45	14.76
Group	0	0	0	2	1	2	1	4	0	0	1	6	1	5	3	9	13	12	60	14.27
<b>CORPORATE ACCOUNTABILITY</b>																				
Men	0	0	0	1	1	1	2	0	1	0	1	1	1	2	2	0	0	2	15	11.20
Women	0	0	1	1	1	0	3	0	1	2	5	6	7	4	4	3	6	1	45	12.53
Group	0	0	1	2	2	1	5	0	2	2	6	7	8	6	6	3	6	3	60	12.03

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>AUTHORITY</b>																				
Men	0	0	0	1	0	2	0	3	0	0	0	0	0	0	1	1	5	2	15	12.80
Women	0	0	0	1	1	0	1	1	0	0	1	6	1	5	2	8	8	10	45	14.76
Group	0	0	0	2	1	2	1	4	0	0	1	6	1	5	3	9	13	12	60	14.27
<b>CORPORATE ACCOUNTABILITY</b>																				
Men	0	0	0	1	1	1	2	0	1	0	1	1	1	2	2	0	0	2	15	11.20
Women	0	0	1	1	1	0	3	0	1	2	5	6	7	4	4	3	6	1	45	12.53
Group	0	0	1	2	2	1	5	0	2	2	6	7	8	6	6	3	6	3	60	12.03
<b>CULTURAL PLURALISM</b>																				
Men	0	0	1	0	0	1	0	0	1	0	1	0	2	3	2	2	0	0	15	12.40
Women	0	0	0	0	0	1	1	2	0	1	3	3	6	2	6	5	7	7	44	14.30
Group	0	0	1	0	0	2	1	2	0	2	3	5	9	5	8	7	7	7	59	13.81
<b>DEMOCRATIC IDEALS</b>																				
Men	0	1	0	2	0	0	1	2	3	1	2	0	0	1	1	1	0	0	15	9.13
Women	0	0	1	2	4	0	2	5	1	2	2	4	3	3	3	5	5	3	45	11.76
Group	0	1	1	4	4	0	3	7	4	3	4	4	3	4	4	6	5	3	60	11.02
<b>ECOLOGICAL BALANCE</b>																				
Men	0	0	1	1	1	0	3	1	0	1	1	2	1	0	1	2	0	0	15	9.73
Women	2	1	4	3	0	2	2	1	1	3	4	4	4	1	2	7	1	2	44	10.32
Group	2	1	5	4	1	2	5	2	1	4	5	6	5	1	3	9	1	2	59	10.17
<b>ECONOMIC JUSTICE</b>																				
Men	0	0	0	0	1	1	0	3	1	0	2	2	1	1	1	0	1	1	15	11.13
Women	0	0	1	1	4	3	4	2	1	2	7	1	2	8	4	1	3	1	45	10.89
Group	0	0	1	1	5	4	4	5	2	2	9	3	3	9	5	1	4	2	60	10.95

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>HUMAN-WELL BEING</b>																				
Men	5	3	0	0	4	0	0	1	1	0	1	0	0	0	0	0	0	0	15	3.93
Women	8	16	1	2	4	3	0	1	1	5	0	1	0	0	2	0	0	0	44	4.52
Group	13	19	1	2	8	3	0	2	2	5	1	1	0	0	2	0	0	0	59	4.37
<b>INDIVIDUALISM</b>																				
Men	4	3	2	3	0	1	0	0	0	0	1	0	1	0	0	0	0	0	15	3.87
Women	10	6	7	3	2	2	1	4	0	2	1	2	1	3	1	0	0	0	45	5.36
Group	14	9	9	6	2	3	1	4	0	2	2	2	2	3	1	0	0	0	60	4.98
<b>INNOVATION</b>																				
Men	0	1	2	0	4	2	0	0	0	2	1	0	0	1	2	0	0	0	15	7.67
Women	0	7	4	4	2	3	0	2	5	5	4	1	1	0	3	2	0	2	45	8.07
Group	0	8	6	4	6	5	0	2	5	7	5	1	1	1	5	2	0	2	60	7.97
<b>INTERNATIONAL COOPERATION</b>																				
Men	0	1	0	0	0	2	1	0	2	1	0	2	1	1	2	1	0	1	15	10.93
Women	1	0	0	5	0	4	2	2	4	4	3	2	3	3	5	2	1	4	45	10.78
Group	1	1	0	5	0	6	3	2	6	5	3	4	4	4	7	3	1	5	60	10.82
<b>MORAL RESPONSIBILITY</b>																				
Men	2	1	1	2	0	0	1	0	2	0	0	0	2	0	0	0	3	0	14	8.36
Women	1	4	8	4	4	0	5	1	1	1	2	1	2	1	1	4	2	3	45	8.27
Group	3	5	9	6	4	0	6	1	3	1	2	1	4	1	1	4	5	3	59	8.29
<b>ORDER</b>																				
Men	0	2	1	0	0	1	1	1	0	0	2	2	1	2	1	1	0	0	15	9.73
Women	2	1	4	0	4	2	2	3	4	3	1	2	4	4	4	4	1	1	45	9.98
Group	2	3	5	0	4	3	3	4	4	3	3	4	5	6	5	5	1	1	60	9.92



Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
PLEASURE																				
Men	0	1	2	2	1	1	1	0	1	1	1	1	1	0	0	0	2	0	15	8.20
Women	2	3	4	6	4	2	4	1	3	3	2	1	2	3	1	1	2	1	45	7.73
Group	2	4	6	8	5	3	5	1	4	4	3	2	3	3	1	1	4	1	60	7.85
RACIAL																				
EQUALITY																				
Men	0	2	0	2	0	0	1	1	0	1	2	0	0	2	1	2	0	1	15	10.13
Women	2	2	2	3	2	6	4	7	3	4	0	3	3	3	1	0	0	0	45	7.84
Group	2	4	2	5	4	6	5	8	3	5	2	3	3	5	2	2	0	1	60	8.42
SEXUAL																				
EQUALITY																				
Men	0	0	1	0	1	1	0	0	1	2	0	2	1	1	1	2	2	0	15	11.67
Women	1	1	2	3	5	8	6	1	3	3	4	2	2	0	1	0	2	1	45	8.04
Group	1	1	3	3	6	9	6	1	4	5	4	4	3	1	2	2	4	1	60	8.95
SOCIAL																				
JUSTICE																				
Men	0	0	0	1	1	1	0	3	3	2	1	0	0	1	0	0	1	1	15	9.73
Women	2	3	4	2	6	6	5	4	5	3	2	1	1	1	0	0	0	0	45	6.60
Group	2	3	4	3	7	7	5	7	8	3	3	1	1	2	0	0	1	1	60	7.38
SOCIAL																				
RECOGNITION																				
Men	0	0	2	0	1	0	2	0	1	3	0	0	1	1	0	1	1	2	15	10.67
Women	1	0	0	4	1	3	1	6	4	1	2	3	1	3	3	2	5	5	45	11.24
Group	1	0	2	4	2	3	3	6	5	4	2	3	2	4	3	3	6	7	60	11.10
SURVIVAL																				
Men	4	0	2	0	0	0	2	0	0	0	0	1	1	0	0	1	0	4	15	9.13
Women	12	0	4	0	2	0	3	2	6	1	3	1	2	0	3	0	2	3	44	7.70
Group	16	0	6	0	2	0	5	2	6	1	3	2	3	0	3	1	2	7	59	8.07

PSYCHOLOGY 101 D  
(Post-test)

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>A COMFORTABLE</b>																				
LIFE																				
Men	1	1	1	2	2	2	2	1	1	0	1	1	1	0	0	1	0	0	17	7.00
Women	1	4	1	1	1	2	2	1	2	0	3	4	5	8	1	6	4	0	46	11.09
Group	2	5	2	3	3	4	4	2	3	0	4	5	6	8	1	7	4	0	63	9.98
<b>AN EXCITING</b>																				
LIFE																				
Men	0	1	1	1	1	1	1	1	2	1	0	2	0	2	1	1	1	0	17	9.59
Women	1	0	1	2	6	3	0	3	0	7	5	2	6	4	4	2	0	0	46	9.98
Group	1	1	2	3	7	4	1	4	2	8	5	4	6	6	5	3	1	0	63	9.87
<b>A SENSE OF</b>																				
ACCOMPLISHMENT																				
Men	0	2	0	2	0	2	2	1	1	1	2	0	2	2	0	0	0	0	17	8.29
Women	3	2	1	0	4	3	1	3	7	5	3	2	2	3	2	1	2	2	46	9.41
Group	3	4	1	2	4	5	3	4	8	6	5	2	4	5	2	1	2	2	63	9.11
<b>A WORLD AT</b>																				
PEACE																				
Men	0	0	0	1	0	1	1	1	0	0	0	1	5	1	1	5	0	0	17	12.41
Women	5	2	0	2	2	1	1	5	1	4	2	3	2	8	4	2	2	0	46	9.80
Group	5	2	0	3	2	2	2	6	1	4	2	4	7	9	5	7	2	0	63	10.50
<b>A WORLD OF</b>																				
BEAUTY																				
Men	0	0	0	0	0	0	1	0	1	2	1	1	1	0	4	4	1	1	17	13.59
Women	0	0	0	1	3	0	1	1	0	4	6	2	6	2	5	10	3	2	46	12.87
Group	0	0	0	1	3	0	2	1	1	6	7	3	7	2	9	14	4	3	63	13.06

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
EQUALITY																				
Men	0	0	1	0	1	0	0	0	1	3	1	1	0	2	2	3	2	0	17	12.35
Women	1	2	2	1	3	1	8	1	6	3	5	0	1	4	5	2	0	1	46	9.41
Group	1	2	3	1	4	1	8	1	7	6	6	1	1	6	7	5	2	1	63	10.21
FAMILY																				
SECURITY																				
Men	1	2	0	1	3	0	1	0	1	1	1	2	1	2	1	0	0	0	17	8.29
Women	0	1	4	2	5	5	4	4	3	4	2	4	1	0	5	1	1	0	46	8.59
Group	1	3	4	3	8	5	5	4	4	5	3	6	2	2	6	1	1	0	63	8.51
FREEDOM																				
Men	3	2	0	1	2	1	2	1	2	1	0	0	1	0	0	0	1	0	17	6.29
Women	4	4	3	4	1	2	8	5	3	4	1	3	2	0	1	1	0	0	46	6.98
Group	7	6	3	5	3	3	10	6	5	5	1	3	3	0	1	1	1	0	63	6.79
HAPPINESS																				
Men	3	1	3	0	2	1	0	2	0	0	5	0	0	0	0	0	0	0	17	5.94
Women	7	11	5	5	4	1	1	1	4	1	1	2	2	0	1	0	0	0	46	4.93
Group	10	12	8	5	6	2	1	3	4	1	6	2	2	0	1	0	0	0	63	5.21
INNER																				
HARMONY																				
Men	3	2	1	2	0	2	0	0	1	1	0	2	1	0	1	1	0	0	17	6.88
Women	8	6	6	4	1	5	4	1	2	0	3	2	1	1	0	1	1	0	46	5.39
Group	11	8	7	6	1	7	4	1	3	1	3	4	2	1	1	2	1	0	63	5.79
MATURE																				
LOVE																				
Men	0	1	1	2	0	2	5	0	2	1	1	1	0	0	1	0	0	0	17	7.41
Women	2	2	2	5	3	5	4	1	2	1	5	3	0	3	4	2	2	0	46	8.70
Group	2	3	3	7	3	7	9	1	4	2	6	4	0	3	5	2	2	0	63	8.35

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>NATIONAL SECURITY</b>																				
Men	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	2	4	8	16	16.25
Women	0	0	0	3	0	1	0	0	0	1	1	3	3	0	5	5	10	14	46	15.02
Group	0	1	0	3	0	1	0	0	0	1	1	3	3	1	5	7	14	22	62	15.34
<b>PLEASURE</b>																				
Men	0	0	1	0	1	3	1	1	2	1	1	2	2	2	0	0	0	0	17	9.29
Women	1	0	2	2	0	4	3	4	3	1	2	4	4	5	4	5	0	1	45	10.64
Group	1	0	3	2	1	7	4	5	5	2	3	6	6	7	4	5	0	1	62	10.27
<b>SALVATION</b>																				
Men	3	0	0	0	0	0	0	0	0	0	1	0	0	0	2	0	5	5	16	13.69
Women	2	0	0	1	0	2	0	1	0	0	1	5	1	0	3	2	10	18	46	14.80
Group	5	0	0	1	0	2	0	1	0	0	2	5	1	0	5	2	15	23	62	14.52
<b>SELF-RESPECT</b>																				
Men	0	1	4	0	1	1	0	3	3	2	0	0	1	1	0	0	0	0	17	7.24
Women	4	5	8	5	3	3	3	3	4	3	1	1	0	0	0	0	2	1	46	6.02
Group	4	6	12	5	4	4	3	6	7	5	1	1	1	1	0	0	2	1	63	6.35
<b>SOCIAL RECOGNITION</b>																				
Men	0	0	1	0	0	1	1	1	0	0	1	4	0	2	1	0	3	2	17	12.53
Women	0	1	0	1	3	0	1	0	3	2	2	5	5	3	1	6	7	5	45	13.20
Group	0	1	1	1	3	1	2	1	3	2	3	9	5	5	2	6	10	7	62	13.02
<b>TRUE FRIENDSHIP</b>																				
Men	1	1	1	3	3	0	1	3	0	0	2	0	0	0	1	1	0	0	17	6.89
Women	4	5	7	5	5	2	4	6	2	2	1	0	1	2	0	0	0	0	46	5.61
Group	5	6	8	8	8	2	5	9	2	2	3	0	1	2	1	1	0	0	63	5.95

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>WISDOM</b>																				
Men	2	2	2	2	1	0	0	1	0	3	0	0	2	0	1	0	0	1	17	7.18
Women	2	2	5	2	2	6	1	6	4	4	2	1	3	3	1	0	2	0	46	7.67
Group	4	4	7	4	3	6	1	7	4	6	2	1	5	3	2	0	2	1	63	7.54
<b>AMBITIOUS</b>																				
Men	2	1	1	0	1	2	1	0	1	1	1	1	1	0	1	3	0	0	17	8.76
Women	2	2	3	3	4	0	2	4	3	6	4	4	2	1	1	3	2	0	46	8.76
Group	4	3	4	3	5	2	1	3	4	4	7	5	5	3	1	2	6	0	63	8.76
<b>BROADMINDED</b>																				
Men	0	1	0	5	2	3	0	0	0	1	3	1	0	0	1	0	0	0	17	7.06
Women	4	8	3	8	5	6	0	1	3	2	0	0	3	2	0	0	1	0	46	5.67
Group	4	9	3	13	7	9	0	1	3	3	3	1	3	2	1	0	1	0	63	6.05
<b>CAPABLE</b>																				
Men	0	1	2	0	3	1	0	1	2	3	0	0	2	1	1	0	0	0	17	8.24
Women	1	0	1	1	4	2	6	3	4	4	10	2	1	2	1	3	1	0	46	9.50
Group	1	1	3	1	7	3	6	4	6	7	10	2	3	3	2	3	1	0	63	9.16
<b>CHEERFUL</b>																				
Men	0	0	1	0	0	1	1	0	3	2	4	0	2	2	0	0	1	0	17	10.47
Women	5	3	3	1	1	5	5	3	2	3	1	6	2	2	0	2	2	0	46	8.02
Group	5	3	4	1	1	6	6	3	5	5	5	6	4	4	0	2	3	0	63	8.68
<b>CLEAN</b>																				
Men	0	0	0	1	1	1	1	0	0	2	1	2	0	0	4	2	2	0	17	11.94
Women	0	0	0	0	0	4	2	0	1	1	1	3	5	6	6	9	6	1	45	13.49
Group	0	0	0	1	1	5	3	0	1	3	2	5	5	6	10	11	8	1	62	13.06

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
COURAGEOUS																				
Men	0	0	1	0	3	1	1	1	1	0	0	3	0	3	0	1	2	0	17	10.35
Women	1	3	4	1	1	1	3	1	3	6	5	1	3	2	6	2	3	0	46	9.93
Group	1	3	5	1	4	2	4	2	4	6	5	4	3	5	6	3	5	0	63	10.05
FORGIVING																				
Men	1	0	0	3	1	1	1	1	0	1	0	1	1	3	1	2	0	0	17	9.59
Women	0	5	1	6	7	4	2	5	2	3	0	4	3	0	2	2	0	0	46	7.54
Group	1	5	1	9	8	5	3	6	2	4	0	5	4	3	3	4	0	0	63	7.94
HELPFUL																				
Men	0	1	1	0	1	0	0	1	2	2	0	2	2	0	2	0	2	1	17	11.06
Women	1	0	6	5	5	3	0	3	4	3	4	3	2	6	1	0	0	0	46	8.20
Group	1	1	7	5	6	3	0	4	6	5	4	5	4	6	3	0	2	1	63	8.97
HONEST																				
Men	2	1	2	1	1	2	0	0	1	1	0	3	2	0	0	0	1	0	17	7.65
Women	16	8	6	6	3	1	0	2	1	1	0	2	0	0	0	0	0	0	46	3.35
Group	18	9	8	7	4	3	0	2	2	2	0	5	2	0	0	0	1	0	63	4.51
IMAGINATIVE																				
Men	1	1	1	0	0	1	2	1	0	1	3	0	1	1	1	2	1	0	17	9.88
Women	1	1	1	1	2	2	2	6	3	0	3	5	1	3	3	6	6	0	46	11.13
Group	2	2	2	1	2	3	4	7	3	1	6	5	2	4	4	8	7	0	63	10.63
INDEPENDENT																				
Men	8	3	1	0	1	0	2	0	2	0	0	0	0	0	0	0	0	0	17	3.18
Women	7	3	5	4	2	4	2	4	0	4	4	0	1	2	1	2	1	0	46	6.80
Group	15	6	6	4	3	4	4	4	2	4	4	0	1	2	1	2	1	0	63	5.83
LOGICAL																				
Men	0	2	0	3	1	0	0	2	2	1	2	2	1	0	0	0	1	0	17	8.29
Women	0	1	2	2	1	1	4	3	3	4	1	4	4	5	6	5	0	0	46	10.80
Group	0	3	2	5	2	1	4	5	5	5	3	6	5	5	6	5	1	0	63	10.13



Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
LOVING																				
Men	0	1	1	2	1	1	2	2	3	1	1	0	0	1	0	1	0	0	17	7.76
Women	7	4	6	3	6	4	4	2	5	1	2	1	0	0	0	1	0	0	46	5.39
Group	7	5	7	5	7	5	6	4	8	2	3	1	0	1	0	2	0	0	63	6.03
OBEDIENT																				
Men	1	0	0	0	0	0	2	0	0	0	0	0	2	3	1	4	3	1	17	13.24
Women	0	0	0	0	0	1	0	0	0	1	1	2	4	5	7	7	18	0	46	15.13
Group	1	0	0	0	0	1	2	0	0	1	1	2	6	8	8	11	21	1	63	14.62
POLITE																				
Men	0	0	0	0	0	1	1	4	0	0	1	1	1	1	2	2	3	0	17	12.24
Women	0	0	0	1	1	3	1	0	2	2	3	6	9	8	7	2	1	0	46	12.17
Group	0	0	0	1	1	4	2	4	2	2	4	7	10	9	9	4	4	0	63	12.19
RESPONSIBLE																				
Men	1	3	4	0	1	1	2	2	0	0	0	1	0	1	0	0	0	1	17	6.11
Women	1	4	4	4	3	4	9	4	4	2	4	0	3	0	0	0	0	0	46	6.74
Group	2	7	8	4	4	5	11	6	4	2	4	1	3	1	0	0	0	1	63	6.57
SELF-CONTROLLED																				
Men	1	2	2	2	0	1	1	2	0	0	1	0	0	1	3	0	1	0	17	7.94
Women	0	4	1	0	1	1	4	4	6	4	3	4	3	1	4	2	4	0	46	10.22
Group	1	6	3	2	1	2	5	6	6	4	4	4	3	2	7	2	5	0	63	9.60
AUTHORITY																				
Men	1	1	1	0	3	0	1	1	0	0	0	0	0	1	2	0	0	4	15	8.13
Women	0	0	1	0	2	3	0	0	3	0	3	2	1	1	2	6	6	15	45	14.22
Group	1	1	2	0	5	3	1	1	3	0	3	2	1	2	4	6	6	19	60	12.70

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
CORPORATE ACCOUNTABILITY																				
Men	1	0	0	1	0	0	2	0	1	2	0	0	2	1	2	1	1	1	15	11.27
Women	0	0	2	0	1	0	1	1	1	5	3	9	5	2	3	2	8	2	45	12.09
Group	1	0	2	1	1	0	3	1	2	7	3	9	7	3	5	3	9	3	60	11.89
CULTURAL PLURALISM																				
Men	0	1	0	0	0	0	0	0	0	2	0	5	1	2	1	1	1	1	15	12.60
Women	0	0	0	0	0	0	0	1	2	1	3	6	8	5	6	3	3	6	44	13.91
Group	0	1	0	0	0	0	0	1	2	3	3	11	9	7	7	4	4	7	59	13.58
DEMOCRATIC IDEALS																				
Men	0	1	1	1	0	0	2	0	0	0	4	1	0	0	0	3	2	0	15	10.73
Women	0	0	0	1	2	0	4	0	4	4	3	6	2	5	5	5	2	2	45	12.09
Group	0	1	1	2	2	0	6	0	4	4	7	7	2	5	5	8	4	2	60	11.58
ECOLOGICAL BALANCE																				
Men	0	0	1	1	0	2	0	1	0	1	0	0	1	3	0	1	3	1	15	11.80
Women	1	3	1	2	0	2	2	4	1	3	3	3	8	1	6	3	1	0	44	10.39
Group	1	3	2	3	0	4	2	5	1	4	3	3	9	4	6	4	4	1	59	10.75
ECONOMIC JUSTICE																				
Men	1	0	0	1	1	0	0	0	3	1	0	0	2	1	1	1	3	0	15	11.27
Women	0	0	1	1	0	4	1	1	4	4	8	5	4	3	3	1	4	0	45	11.20
Group	1	0	1	2	1	4	1	1	7	5	8	5	6	4	4	2	7	9	60	11.22
HUMAN WELL-BEING																				
Men	4	3	1	1	0	1	0	1	2	1	0	1	0	0	0	0	0	0	15	4.73
Women	11	14	5	2	2	1	1	3	0	1	3	1	0	1	0	0	0	0	45	3.96
Group	15	17	6	3	2	2	1	4	2	2	3	2	0	1	0	0	0	0	60	4.15

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>INDIVIDUALISM</b>																				
Men	5	3	1	2	1	1	0	1	0	0	0	0	0	1	0	0	0	0	15	3.67
Women	15	3	7	4	3	2	1	2	0	3	0	1	0	0	2	0	1	1	45	4.78
Group	20	6	8	6	4	3	1	3	0	3	0	1	0	1	2	0	1	1	60	4.50
<b>INNOVATION</b>																				
Men	0	3	2	0	2	2	2	0	0	0	0	1	2	0	0	0	0	1	15	6.93
Women	1	5	2	4	3	2	3	2	4	1	2	0	2	4	4	4	1	1	45	9.02
Group	1	8	4	4	5	4	5	2	4	1	2	1	4	4	4	4	1	2	60	8.50
<b>INTERNATIONAL COOPERATION</b>																				
Men	1	0	0	0	1	0	2	1	0	0	2	0	3	0	0	2	2	1	15	11.53
Women	1	1	2	5	4	0	1	1	5	2	1	1	2	9	2	1	4	3	45	9.87
Group	2	1	2	5	5	0	3	2	5	2	3	1	5	9	2	3	6	4	60	10.28
<b>MORAL RESPONSIBILITY</b>																				
Men	0	0	1	1	0	0	0	2	1	0	2	2	2	1	1	0	0	1	14	10.79
Women	1	3	6	6	5	3	2	2	0	3	0	1	0	2	3	3	1	4	45	8.31
Group	1	3	7	7	5	3	2	4	1	3	2	3	2	3	4	3	1	5	60	8.75
<b>ORDER</b>																				
Men	0	0	2	1	0	1	0	3	1	0	2	0	0	0	1	3	1	0	15	10.07
Women	2	0	1	1	4	4	1	4	5	2	3	2	2	4	3	4	3	0	45	10.13
Group	2	0	3	2	4	5	1	7	6	2	5	2	2	4	4	7	4	0	60	10.12
<b>PLEASURE</b>																				
Men	0	1	2	2	2	1	0	3	0	2	0	1	0	0	0	0	0	1	15	7.07
Women	2	3	5	3	2	5	6	1	1	2	1	2	3	1	2	3	3	0	45	8.24
Group	2	4	7	5	4	6	6	4	1	4	1	3	3	1	2	3	3	1	60	7.95

Values	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Number	Mean
<b>RACIAL EQUALITY</b>																				
Men	0	0	0	1	0	3	1	0	2	1	2	0	1	0	2	1	0	1	15	10.40
Women	4	2	3	3	2	0	4	7	2	8	3	2	2	1	1	1	0	0	45	7.76
Group	4	2	3	4	2	3	5	7	4	9	5	2	3	1	3	2	0	1	60	8.42
<b>SEXUAL EQUALITY</b>																				
Men	0	0	1	1	2	0	1	1	2	1	1	2	0	0	1	1	0	1	15	9.60
Women	0	3	4	4	5	3	5	2	7	3	3	0	1	1	0	1	0	2	45	7.33
Group	0	3	5	5	7	3	6	3	9	4	4	2	1	1	1	2	0	3	60	7.90
<b>SOCIAL JUSTICE</b>																				
Men	0	1	1	0	1	0	2	0	1	1	1	1	1	5	0	0	0	0	15	9.93
Women	0	3	4	6	6	7	4	7	1	1	2	2	0	0	0	2	0	0	45	6.56
Group	0	4	5	6	7	7	6	7	2	2	3	3	1	5	0	2	0	0	60	7.40
<b>SOCIAL RECOGNITION</b>																				
Men	0	1	0	2	2	2	1	0	0	1	0	0	0	1	2	1	1	1	15	10.27
Women	0	1	1	1	1	5	2	3	5	1	1	0	2	4	2	5	7	4	45	11.80
Group	0	2	1	3	3	7	3	3	5	2	1	0	2	5	4	6	8	5	60	11.42
<b>SURVIVAL</b>																				
Men	2	0	1	0	0	2	1	1	2	2	1	0	0	0	1	0	1	1	15	8.73
Women	6	4	1	1	3	4	7	4	1	1	1	2	3	1	1	1	1	2	44	8.16
Group	8	4	2	1	3	6	8	5	3	3	2	2	3	1	2	1	2	3	59	8.31



